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ABSTRACT

Embracing studies by graduate students and academic staff as well as by provincial departments of education and other organizations, this annotated bibliography lists about 625 different Canadian studies in education, with cross references bringing the total number of listings to over 700. Works done in English or in French are reported in their respective languages. Over 300 topics and categories are represented, especially the following: achievement; adolescence; educational administration and supervision; adult education and adult students; creativity; decision making; the field of education in general; provincial and national studies; guidance and counseling; attitudes; child study; teaching of the English and French languages; mathematics; exceptional children; Canadian Indians; perception; educational psychology; prediction of success; progress in school; reading and the teaching thereof; student and teacher characteristics; teacher education in Canada and elsewhere; the teaching profession; tests and measurement; and higher education. A subject index is provided. (ly)

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1968-69

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AVANT-PROPOS

Le présent Annuaire d'Etudes en Education au Canada fait suite à Education Studies Completed in Canadian Universities, de même qu'à Education Studies in Progress in Canadian Universities que l'Association canadienne d'Education a publiées au cours des dernières années.

Ce changement de nom reflète l'éventail plus vaste des études qui apparaissent dans ce présent catalogue. Dans les éditions antérieures, nous n'avions fait état que des études faites par les étudiants de niveau supérieur et par les professeurs des Facultés des Sciences d'Education; la présente formule inclut en plus les travaux effectués par les ministères provinciaux d'Education, par les commissions scolaires et les différentes associations ou organismes d'Education.

Ainsi, cet Annuaire est beaucoup plus exhaustif que ses prédécesseurs. A cause des abréviations utilisées, il nous a été possible de recueillir beaucoup plus de renseignements que par le passé. Nous donnons quelque 625 titres d'études groupées selon leur objet (voir index page 4); certains titres apparaissent en plus d'un endroit, ce qui explique que leur nombre total dépasse 700. Les travaux répertoriés ici apparaissent dans leur langue d'origine.

On peut emprunter une copie de la plupart des travaux mentionnés dans cet Annuaire, soit en faisant la demande directement à l'auteur, soit par l'entremise d'une bibliothèque.

Les renseignements contenus dans cet Annuaire ont été recueillis, édités et classifiés par Mlle Wendy Spears, du Service de l'Information de l'A.C.E.

Nous exprimons notre reconnaissance à tous ceux qui nous ont fourni aide et renseignements pour cette édition 1968-69.

JAMES NUTTALL,
Agent d'Information,
Association canadienne d'Education.

Novembre 1969.

FOREWORD

This publication, Directory of Education Studies in Canada, is the successor to Education Studies Completed in Canadian Universities (and the earlier Education Studies in Progress in Canadian Universities), also published by the Canadian Education Association.

The change in name reflects a broadened scope for this annual publication; whereas previous editions have included only studies completed by graduate students and staff in university faculties of education, this edition also includes studies conducted under the auspices of provincial Departments of Education, school boards, educational associations, and other organizations.

Thus the directory is considerably more comprehensive than any of its predecessors. Primarily because of the new style of abbreviated listings for each study, it was possible to collect information on many more studies than in the past. Approximately 625 different studies are listed herein, under subject headings (see index on page 4); cross-references bring the total number of listings to over 700. French-language Studies are reported in French, and English-language Studies are reported in English.

Most studies included in this directory are available on loan to interested persons, either through inter-library loan or directly from the source.

The information in this directory was compiled, edited and classified by Miss Wendy Spears, Information Assistant on the staff of the Canadian Education Association.

Appreciation is expressed to all who provided information for this 1968-69 edition.

JAMES NUTTALL,
Information Officer,
Canadian Education Association.

November, 1969

INDEX

Studies have been listed under the following subject headings, shown below with page numbers. Where applicable, studies are cross-referenced under more than one heading.

Ability and achievement.............. 7
Absenteeism.............. 7
Acceleration.............. 7
Achievement.............. 7
Administration.............. 8
Administration of schools.............. 9
Adolescence.............. 9
  – moral and spiritual development.............. 10
Adult education.............. 10
  – evaluation.............. 11
Adult students.............. 11
Adults
  – research.............. 12
  – retraining.............. 12
Age and ability.............. 12
Agricultural education
  – Canada.............. 12
Anxiety.............. 12
Arithmetic.............. 13
Art education.............. 13
Articulation (education).............. 13
Associations
  – education.............. 14
Attitudes.............. 14
  – parents.............. 14
  – slow-learners.............. 14
  – students.............. 14
  – students (secondary).............. 15
  – students (university).............. 15
  – student teachers.............. 15
  – teachers.............. 15
Audio-visual education.............. 15
Automation.............. 15

Behaviour.............. 16
Bilingual schools.............. 16
Biology
  – study and teaching.............. 16
Boards of education.............. 16
  – Quebec.............. 17
Business education.............. 17

Canadian Association for Adult Education 17
Canadian teachers in foreign countries.. 17
Change in education.............. 17
Chemistry
  – achievement.............. 18
  – study and teaching.............. 18
Child study.............. 18
  – mental development.............. 18
  – moral and spiritual development.............. 19
  – social development.............. 19
Church and education.............. 20
Citizenship education.............. 20
Class size.............. 20
Coeducation.............. 20
Collective bargaining.............. 21
Colleges of Applied Arts and Technology 21
Communication.............. 21
Comparative education.............. 22
Comprehension.............. 22
Computers.............. 22
Counselling.............. 23
Counsellors.............. 24
Creativity.............. 25
Cultural change.............. 25
Curriculum.............. 25
Curriculum development.............. 26
Cybernetics.............. 26

Decision-making.............. 26
Deputy ministers of education.............. 27
Discipline.............. 27
Drama in education.............. 27

Economic growth and education.............. 27
Economics.............. 27
Education
  – aims and objectives.............. 27
  – finance.............. 28
  – history.............. 28
  – philosophy.............. 28
  – theory.............. 28
  – Canada.............. 29
  – Alberta.............. 29
  – Atlantic Provinces.............. 29
  – British Columbia.............. 29
  – Nova Scotia.............. 29
  – Ontario.............. 29
  – Quebec.............. 30
  – England.............. 30
  – India.............. 30
  – Norway.............. 30
  – Scotland.............. 30
  – Sierra Leone.............. 30
  – Tanzania.............. 30
  – Tutu'ila.............. 31
Education and earnings.............. 31
Elementary education.............. 31
  – theory.............. 31
Encyclopedias.............. 31
English
  – study and teaching.............. 31
  – teaching aids.............. 31
English language
  – second language learning.............. 32
Enrolment.............. 32
  – Atlantic Provinces.............. 32
  – British Columbia.............. 32
  – community colleges.............. 32
Examinations.............. 33

Exceptional children
  – culturally disadvantaged ... 33
  – emotionally disturbed ... 33
  – gifted learners ... 34
  – handicapped ... 34
  – mentally handicapped ... 34
  – perceptually handicapped ... 35
  – physically handicapped ... 35
  – slow learners ... 35

Federal aid to higher education ... 35
Field study ... 36
Field trips ... 36
Foreign students in Canada ... 36
Franco-Ontarians ... 36
French language ... 36
  – second language learning ... 36
  – study and teaching ... 37
  – textbooks ... 37
French literature ... 37

Geography ... 37
  – study and teaching ... 37
Geometry ... 38
  – study and teaching ... 38
Goals ... 38
Grading and marking ... 38
Graduate students
  – science ... 39
Graduate work in education
  – evaluation ... 39
Graduates
  – high school ... 39
Grants-in-aid ... 39
Guidance ... 40
Guidance teachers ... 40

Handwriting ... 40
High schools
  – standards ... 40
Higher education ... 40
History
  – study and teaching ... 41
Home economics education ... 41

Illiteracy ... 41
Immigrants in Canada
  – education ... 41
Independent study ... 42
Indians, Canadian ... 42
  – education ... 43
Individual and sex differences ... 44
Industrial arts education ... 44
Infants ... 44
Information storage and retrieval systems 44
Intelligence ... 44
  – tests ... 44
Intelligence levels ... 45
International co-operation ... 45

Junior colleges (Alberta)
  – finance ... 45

Kindergarten ... 45

Language and languages
  – second language learning ... 45
  – study and teaching ... 46
Learning, psychology of ... 46
Libraries, school ... 47
Libraries, secondary school ... 47
Literature
  – study and teaching ... 47

Manpower ... 47
Mathematics ... 47
  – achievement ... 48
  – study and teaching ... 48
  – tests ... 49
Mathematics teachers ... 49
Medical research ... 49
Memory ... 49
Micro-teaching ... 49
Minorities
  – education ... 50
Moral education ... 50
Music education ... 50

Negroes
  – education ... 50
Nurses and nursing ... 50
  – education ... 50

Occupation, choice of ... 50
Ontario School Trustees' Council
  – seminars ... 51

Perception ... 51
  – research ... 52
Personality ... 52
  – tests ... 53
Philosophy, educational ... 53
Physical education ... 53
Physics
  – study and teaching ... 54
Planning in education ... 54
Political science ... 54
Prediction of scholastic success ... 54
Preschool education ... 55
Principals ... 56
Principals and teachers ... 57
Progress in school ... 57
Promotion ... 58
Psychology
  – research ... 58

Reading ... 59
  – achievement ... 59
  – research ... 60
  – study and teaching ... 60
  – textbooks ... 61
Reasoning ... 62
Recreation ... 62
Religious education ... 62
Reports and records, school ... 62
Research in education ... 62
  – language ... 62
Rewards and punishments ... 63
Rural schools ... 63

School boards
– Alberta 63
School buildings, equipment and grounds
– designs and plans 63
– use 63
School year 64
Science 64
– study and teaching 64
Science laboratories 65
Science teachers 65
Screen education 65
Second language learning 65
Secondary education
– New Brunswick 65
Segregation in education 65
Separate school boards
– legal status, laws, etc 66
Separate school trustees 66
Separate schools 66
Sex education 66
Shorthand 66
Social psychology 66
Social studies 66
– study and teaching 67
Social studies teachers 67
Sociology, educational 67
Special education 68
Speech defects 68
Staff utilization 68
State and education 68
Stenographers 68
Student activities 68
Student adjustment 68
Student aid 69
Student participation 69
Student participation (university) 69
Student retention 69
Student self-government 69
Student teachers 69
– evaluation 69
– selection and appointment 70
Student tours 70
Student transfers 70
Student withdrawals 70
Students 71
– evaluation 71
– language 71
– community colleges 72
– junior colleges 72
– secondary 72
– university 72
Students (university)
– evaluation 73
Study 73
Success 73
Superintendents 73
Supervision 73
Teacher aides and assistants 74
Teacher education 74
– Ghana 74
Teachers
– adjustment 75
– adult education 75
– Alberta 75
– certification 75
– evaluation 75
– in-service education 75
– internship 76
– migration 76
– morale 76
– qualifications 76
– retention 76
– salaries 77
– selection and appointment 77
– supply and demand 77
– workload 77
Teachers (elementary) 77
Teachers (secondary) 77
Teachers and students 78
Teachers' associations 79
Teachers in literature 79
Teaching
– ability 79
– history 79
– methods 79
– research 80
Teaching as a profession 80
Technical education 91
Television and children 81
Television in education 81
Tests and measurements in education 81
Theses 84
Transportation of students 84
Trustees 85
Typewriting 85

Underachievers 85
Universities and colleges 85
– admissions 85
– enrolment 85
– entrance requirements 85
– history 86
University costs 86
University extension 86
University teachers 86

Values 86
Vocabulary 86
Vocational education 87
Vocational guidance 87
Vocational students 88

Writing 88

Youth Associations 88

Miscellaneous 88

ABILITY AND ACHIEVEMENT

ALLEN, GLENN S. *The Relationship Between Resultant Tendency to Succeed and Ability Grouping.* M.Ed. thesis, University of Alberta, April, 1969. 72 pages. Students were given the TAT n Achievement Scale and a test anxiety questionnaire as well as the Stanford Achievement tests. No support was found for the hypothesis that students with a high n reinforcement would be more numerous in homogenously grouped classes.

ABSENTEEISM

WOJCICKI, JAMES J. *Absenteeism: A School Group Survey.* M.Ed. thesis, University of Alberta, November, 1968. 55 pages. This study concerned itself with establishing the attitude of the absentees to education, the school and school practices, and with the characteristics of absentees and explanations of expressed causes of absenteeism.

ACCELERATION

STAPLES, LEONARD A. *Progress in Secondary Schools of Students Who Were Accelerated in Public Schools 1961-1968.* Research Services Department, Special Services Branch, The Board of Education for the City of Hamilton, February, 1968. 5 pages. A summary report of a longitudinal study over 7 years of the progress in secondary school of 450 students who were accelerated in public schools.

ACHIEVEMENT

BOERSMA, F. J. and M. WAHLSTROM. *The Influence of Test-Wiseness Upon Achievement.* Staff study, University of Alberta. Published 1968, *Educational and Psychological Measurement*, Vol. 28, pages 413-420.

CHARETTE, ANNE LOUISE. *Personality and Study Habit Correlates of Achievement Among Lower Socioeconomic Class Boys.* M.Ed. thesis, University of Alberta, July, 1968. 105 pages. Boys matched for IQ, age and socioeconomic status were tested for personality traits and study habits. Low achievers also scored lower on all measures of adjustment although both groups were low compared to norms. High achievers exhibited favourable attitudes towards schooling but both groups lacked knowledge of study skills.

CHOMIK, N. L. *A Study of Grades as a Determinant of Student Achievement.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. To determine what factors are influential in student attitudes towards obtaining marks or grades in school.

CHRISTIE, C. A. and G. HALPERN. *Validity Study Service. Research Reports 68-03, Part 1 and Part 2.* Collegiate Institute Board of Ottawa, October, 1968. Student scores on 16 variables were examined for score distributions, intercorrelation of variables and multiple regression coefficients for grade 12 achievement.

DUNCAN, DOUGLAS ALFRED. *Grade XII Achievement Study — June 1968.* Winnipeg School Division No. 1, December, 1968. 6 pages. A statistical summary of achievement in grade 12 by subject for university entrance and general courses.

GIBSON, JACK H. *A Comparison of the Academic Success of Graded and One-Room Rural School Students of the Inter-Mountain School Division.* M.Ed. thesis, University of Manitoba, October, 1968. 85 pages. A comparison of the success of grade 9 students over a five year period, 1961-1965, as measured by the results in grade 9 departmental achievement tests, grade 9 promotion results, the incidence of grade repetition and the number of drop-outs.

KENNEDY, WILLIAM J. *Achievement in a Rural Area (Newfoundland).* M.A. thesis, St. Francis Xavier University, May, 1969. 97 pages. The purpose of this study was to determine whether or not grade 9 students are achieving academically and to attempt to determine what, if any, influence the following variables have on academic achievement: self-concept, distance from school, interest in school work, parental attitudes, socio-economic status and family relations.

KOWALSKI, ALVIN EDWIN. *Achievement Levels.* Research Division, Calgary Separate School Board, August, 1968. 10 pages. The achievement levels of grade seven students in a city Junior High School were investigated. A statistical analysis revealed certain disparities in the practice of allocating students to classes on the basis of I.Q. tests.

KUTCHER, PETER FRED. *The Relationship Between Class Size and Student Achievement in Selected Grade IX Classes in the High Schools of Manitoba.* M.Ed. thesis, University of Manitoba, May, 1969. Grade 9 classes outside of metropolitan Winnipeg and Brandon and south of the Frontier School Division were categorized as small, medium and large. The performance of students in four grade 9 subjects were related to class size.

MacKAY, H. KEITH and ARTHUR S. McDONALD. *Nova Scotia Standards Project 1968.* Staff study, Nova Scotia Department of Education, September, 1968. 12 pages. Sample study of achievement of grade 6 pupils, by regions of province, using M.A.T. and Lorge-Thorndike Intelligence Test.

MICHELSON, W. *The Physical Environment as a Mediating Force in School Achievement.* Staff study, Department of Educational Planning, Ontario Institute for Studies in Education. Secondary analysis of surveys of the parents and teachers will provide data on the relationship between specific elements of the home physical environment and school achievement, within categories of social class, ethnicity, mother tongue and the like.

PATSULA, PHILIP J. *Relation of Alienation and Introversion to Academic Achievement among Grade Ten Students.* M.Ed. thesis, University of Alberta, October, 1968. 146 pages. For 371 tenth grade students of average scholastic ability, data was collected on alienation, introversion, school achievement, status and sex. Factor analysis of alienations scales provided unitary measures. A regression design suggested that introversion was related to school achievement, but alienation was not so related.

PRECHT, DANIEL J. *An Academic - Achievement Orientation Scale.* M.Ed. thesis, University of Alberta, October, 1968. 85 pages. Three samples of grade 9 students and measures of academic achievement, ability, interest, status and sex were obtained. Through factorial analysis items in the Kuder were sought which could be scaled to order individuals in their motivation for academic activities. Two scales were developed yielding higher correlations with achievement than do the original Kuder scales.

SWARTZ, FAYE MARLENE. *IQ, Divergent Thinking Ability and School Achievement in Tenth Grade Boys.* M.A. thesis, Ontario Institute for Studies in Education, November, 1968. 119 pages. IQ and divergent thinking ability as they relate to one another and to school achievement are examined.

ADMINISTRATION

GENDRON, MICHAEL PAUL. *The Effect of Personal Variables on Conformity to Rules and Procedures in a Formal Bureaucratic Structure.* M.A. thesis, Ontario Institute for Studies in Education, November, 1968. 66 pages. The purpose of this study was to gain an understanding of the relationship between administrators' conformity to rules, as measured by the actual performance of these administrators, and specific organization-dependent personal characteristics.

ADMINISTRATION OF SCHOOLS

ALLAN, ROBERT WILLIAM. *Personnel Administration in Canadian School Systems.* Calgary School Board, March, 1969. 24 pages. A short history of the development of personnel departments in urban Canadian school systems with a comparison applicable to two or three other reviews conducted in other personnel areas.

BUCHANAN, B. H., T. B. GREENFIELD, J. H. HICKOX and T. B. HOUSE. *Developing School Systems: Planning, Organization and Personnel.* Staff study, Department of Educational Administration, Ontario Institute for Studies in Education. 177 pages. Contains analysis and guidelines for school system design.

HEMPHILL, H. DAVID. *The Structure of Interaction at School Board Meetings.* Ph.D. thesis, University of Alberta, October, 1968. 203 pages. A sample of approximately eight hours of the meeting interaction of eleven school boards in Alberta was observed and coded using Bales' Interaction Process Analysis.

HOLDAWAY, EDWARD ALLEN. *An Analysis of the Verbal Moves in School Board Meeting Interaction.* Ph.D. thesis, University of Alberta, October, 1968. 199 pages. About six hours of meetings of each of eleven school boards were tape recorded and analyzed in the context of verbal moves, as developed by Bellack *et al.* at Teachers' College, Columbia University.

ONTARIO PUBLIC SCHOOL TRUSTEES' ASSOCIATION, THE ADMINISTRATIVE PRACTICES COMMITTEE. *School Board Administrative Practices.* March, 1969. 16 pages. A manual to assist the new school boards and others in their work as trustees, administrators, etc.

REIMER, EDWARD PENNER. *An Analysis of Expectations Concerning the Distribution of Decision-Making Responsibilities in the Administration of the New Unitary School Divisions in Manitoba.* M.Ed. thesis, University of Manitoba, October, 1968. The purpose of the study was to identify areas of authority conflict among principals, superintendents and trustees in the new unitary school divisions in Manitoba, and to compare expectations of these groups with those of professors of educational administration.

RICHERT, GEORGE EDWARD. *Bureaucratic Characteristics in Educational Organization and Their Relationship to the Leader Behaviour of the Superintendent.* Ph.D. thesis, University of Alberta, October, 1968. 167 pages. The province of Saskatchewan was used to substantiate the hypothesis that a positive relationship exists between bureaucratization of a school system and the initiating structure dimension of leader behaviour and that an inverse relationship exists between bureaucratization and the consideration dimension of leader behaviour.

ADOLESCENCE

CHABASSOL, DAVID J. and DAVID C. THOMAS. (1) *Structure in Adolescence: An Investigation of Needs and Perceptions.* (2) *Sex and Age Differences in the Interests and Problems of Adolescents.* Staff studies, University of Victoria. Each about 15 pages. (1) An investigation to determine the extent to which adolescents have and want structure (i.e. advice, information, guidance, control, discipline, etc.) from adults in authority. (2) A replication of Symonds' 1936 study, on a large Canadian population, to determine whether, as Symonds predicted, the interests and problems of adolescents would alter with changes in the social and economic milieu.

FRIESEN, DAVID. *The Urban Teenager.* Staff study, University of Alberta, 90 pages. A study of the adolescent sub-culture in a large Canadian urban school system.

McDIARMID, G. L. and E. V. SULLIVAN. *Conceptual-Level and Value Orientations of Early Adolescents.* Staff study, Departments of Applied Psychology and Curriculum, Ontario Institute for Studies in Education. 2 reports, 20 pages and 30 pages respectively. The purpose of the study is to demonstrate the relationship between cognitive development and value orientations in judging moral dilemmas.

START, K. B. *Generation Gap.* Staff study, University of Saskatchewan, Regina Campus. A survey of 16-17 year olds seeking their views on friction points with parents and the same survey of the parents of these adolescents. Boys and girls, fathers and mothers, child and parent are compared.

SYLVIE, SOEUR. *Les Perceptions de Soi Chez les Adolescentes de 15 Ans.* Thèse Lic., Psychopédagogie de l'Enfance Inadaptée. Faculté des Sciences de l'Education, Université de Sherbrooke. 216 pages. A partir d'un questionnaire sur le "Qui es-tu", l'auteur veut étudier les réactions de deux groupes de fillettes de 15 ans dont un d'intelligence normale et l'autre d'intelligence déficiente mais dans les normes de l'éducabilité pour voir si les perceptions de soi sont suffisamment influencées par les capacités intellectuelles pour conduire à des perceptions nettement différenciées.

TOMKO, TONY MIKE. *Personality Correlates of Home Disruption.* M.Ed. thesis, University of Alberta, March, 1969. 91 pages. It was hypothesized that adolescents from broken homes would differ on specific scales of the California Personality Inventory when background variables were controlled. It was found that the intact home group differed on scales of self control, socialization and good impression. Time of break-up was not a significant factor.

WEST, L. and H. W. ZINGLE. *An Instrument for the Measurement of Self-Disclosure in Adolescents.* Staff study, University of Alberta. Published 1969, *Psychological Reports.*

ADOLESCENCE — Moral and spiritual development

LORIMER, ROWLAND MOORE. *The Acquisition of Moral Judgements in Adolescence: The Effects of an Exposition of Basic Concepts Versus Exposure to and Discussion of a Filmed Dramatic Example.* Ph.D. thesis, Ontario Institute for Studies in Education, November, 1968. 290 pages. The study examines the development of moral judgements in adolescence.

ADULT EDUCATION

BOUCHERANT, E. *Identification of French Language Titles in Adult Education.* Staff study, Department of Adult Education, Ontario Institute for Studies in Education. 15 pages. A preliminary study to identify the books, reports, journals and audio-visual materials on adult education utilizing the French language which should be included in the library.

H

FLAHERTY, MARY JOSEPHINE. *The Prediction of College Level Academic Achievement in Adult Extension Students.* Ph.D. thesis, Ontario Institute for Studies in Education, November, 1968. 242 pages. The purpose of the study was to identify factors — cognitive and non-cognitive — that account for the common variance among 43 psychological and biographical measures on adult college students and to assess the relative importance of each factor for predicting academic achievement.

GARBUTT, E. *Preliminary Investigation of Non-Verbal, Non-Formal Learning of Adults.* Staff study, Department of Adult Education, Ontario Institute for Studies in Education. 21 pages (preliminary report). A project to examine the efforts by museums, art galleries, theatre, music and natural history institutions to provide educative experiences for adults.

LAPOINTE, L. *An Inventory of Methods Utilized in the Teaching of French as a Second Language to Adults.* Staff study, Department of Adult Education, Ontario Institute for Studies in Education. 35 pages. This project involves a preliminary investigation of the programmes offered by universities, governments, corporations and other agencies for teaching French as a second language to adults.

TOUGH, ALLEN M. *Why an Adult Begins, Continues, and Stops a Learning Project.* Staff study, Department of Adult Education, Ontario Institute for Studies in Education. 65 pages. This study investigates the various positive and negative psychological factors that encourage or discourage an adult's desire to learn.

VERNON, FOSTER. *The Development of Adult Education in Ontario 1790-1900.* Ed.D. thesis, Ontario Institute for Studies in Education. June, 1969. 572 pages. Research into the development of adult education in Ontario 1790-1900, with special emphasis on the Mechanics' Institute movement, libraries and public school boards and minor emphasis on agriculture societies, private organizations, newspapers.

VUO, FRANK ERNEST WESTON. *Some Administrative and Organisational Aspects of University Adult Education.* M.A. thesis, Dalhousie University, September, 1968. 169 pages. An examination of the work of adult education in four Eastern Canadian universities with a view to adapting their methods or practices in Tanzania.

ADULT EDUCATION — Evaluation

JOBIN, GHYSLAIN. *Rentabilité des Investissements en Education des Adultes-Aspect Social.* Thèse M.ès.S.Ed., Université Laval, mai, 1969. Partant des données du bureau fédéral de la statistique de 1961, il s'agissait de mesurer la rentabilité des investissements en éducation en tenant compte des variables suivantes: salaire, âge, scolarité. Cette recherche s'inspire d'Hansen (comparison de courants de revenus ramenés en valeurs présentes).

ADULT STUDENTS

CONKLIN, RODNEY CRAIG. *Facts and Figures Concerning Mature Non-Matriculant Students at the University of Calgary.* Staff study, University of Calgary. 32 pages. Some pertinent descriptive statistics were gathered on mature non-matriculant students attending U. of C. and some inferences drawn on the reasons for their success as a group.

STOREY, ARTHUR GEORGE. *Self Development of Adult Male Students in Relation to Success and Non-Success.* Staff study, University of Calgary. 8 pages. Q-tag scores were obtained on adult males who had experienced varying degrees of educational success in varying patterns of self development.

ADULTS — Research

MACDONALD, MAIRI TERESA ST. JOHN. *Informal Helping Relationships Among Adults — A Study of the Reasons for Choosing a Helper and of the Ways in Which He Helps.* Ed.D. thesis, Ontario Institute for Studies in Education, November, 1968. 175 pages. An exploratory examination of the informal, non-professional helping relationship between an adult with a problem and the particular person he deliberately selects as a helper.

ADULTS — Retraining

ABBEY, DAVID S. *A Study of Factors in Workers' Decisions to Forego Retraining.* Staff study, Ontario Institute for Studies in Education. The purpose of this study is to identify factors in the decisions of unemployed, unskilled workers and unskilled workers employed in "blind alley" positions, to forego retraining for a higher level of skill. Final report in preparation. Preliminary report complete: "Some Factors in Workers' Decisions to Forego Retraining." Paper presented at the 1968 Seminar on Adult Education, Chicago, February 12, 1968.

AGE AND ABILITY

LOEWEN, F. *The Effect on Pupil Attitudes of Varying Age and Class Groupings in the Junior High School.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. An attempt to determine the effect on pupil attitudes of varying age and class groupings in the junior high school and possible teacher reaction to these variations.

AGRICULTURAL EDUCATION — Canada

GARROW, PATRICK. *A Survey of Agricultural Education in Canada.* Student study, University of Calgary. 15 pages. A descriptive survey of the provisions for agricultural education in the Canadian provinces.

ANXIETY

FRY, P. S. *The Differential Effects of Confederate Routine on Anxiety Expression.* Staff study, Department of Counselling Service, University of Calgary. 20 pages. A statistical study of the differential effects of varying confederate routines on anxiety expression.

FRY, P. S. *The Effects of Laboratory Training on Anxiety Expression.* Staff study, Department of Student Counselling Service, University of Calgary, 20 pages. An anxiety expression scale was developed to measure counselling outcomes through the use of laboratory training. The effects of laboratory training on anxiety expression are measured.

LAXER, R. M. *Remedial Work with School Anxieties.* Staff study, Department of Applied Psychology, Ontario Institute for Studies in Education. Two reports have been completed, 15 and 5 pages; two final reports are in preparation. The purpose of the study is to find the procedures that best remedy test anxiety. The methods to be employed include desensitization and muscle relaxation therapy.

TAFT, LYMAN MURDOCK. *A Study to Determine the Relationship of Anxiety to Irrational Ideas.* M.Ed. thesis, University of Alberta, October, 1968. 46 pages. From a sample of 238 high school seniors, groups high and low on a scale of irrational beliefs were identified. In every instance, those high in irrational beliefs also tested high on 6 independent measures of anxiety.

ARITHMETIC

LEMAY, FERNAND. *Genèse de l'Arithmétique.* Etude effectuée par un membre du personnel, Université Laval, janvier, 1969. 102 pages. Comment s'élaborent les notions et les opérations arithmétiques.

ART EDUCATION

ANDERSEN, T. *Effects of "Free Choice" in Art, Art Appreciation and Artistic Creativity.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. An attempt to prove that a "free choice" in choosing art as an exploratory subject is of the greatest importance at the junior high level for developing art appreciation and artistic creativity.

CHESTER, SHEILA JUNE. *An Experimental Study of the Effects of Perceptual Training on the Art Work of Children with an Indefinite Painting Style.* M.Ed. thesis, University of Calgary, 1968. 42 pages. The results indicated that children's painting styles might be altered by perceptual training, moving for the most part from an indefinite style to a more visual one.

DILLING, H. J., F. T. HANNAFORD and V. J. McGILL. *Survey of the Commercial Art Graduates from Cedarbrae Collegiate Institute.* Scarborough Board of Education, April, 1969. 10 pages. The major purpose of this study was to provide information on the extent to which commercial art education has proven beneficial to the graduates.

ILKIW, WALTER. *The Effects of Concepts of Art Criticism Using Three Instructional Methods on Seventh Grade Students' Understanding of Paintings.* M.Ed. thesis, University of Alberta, October, 1968. 96 pages.

ROGERS, REX S. *Changes With Time in the Content of Children's Drawings: A Longitudinal Study With the "Draw-A-Classroom" Test.* Research Department, The Board of Education for the City of Toronto, October, 1968. 85 pages. An analysis of the differences in children's drawings which occurred over a time period of four years.

SADLER, MELBA. *A Descriptive Study of Student Knowledge About Art and Student Attitudes Toward Art at the Grade IX Level in Selected Alberta Schools, 1967-68.* M.Ed. thesis, University of Alberta, May, 1969. The study asks the following questions: Is there any significant difference in student attitude and art knowledge between categories as measured by the Eisner Art Attitude and Information Inventories? Is there any difference between the responses of male and female students? Is there any relationship between attitude and knowledge in art?

ARTICULATION (Education)

KIPPEN, JOHN. *An Exercise in Articulation — II.* York County Board of Education, May, 1969. An evaluation by teachers and administrators of a two-year articulation program for York County Schools.

BACSALMASI, STEPHEN and BRIAN BURNHAM. *Articulation of the Teaching of French in York County Schools.* York County Board of Education, May, 1969. 10 pages. Teachers' opinions on selected problems of articulating elementary and secondary French language instruction were studied as a first phase in a curriculum renewal program.

ASSOCIATIONS — Education

HODGKINSON, CHRISTOPHER EDWARD. *Values and Perceptions in Organizations.* Ed.D. thesis, University of British Columbia, May, 1969. A study of value orientations and social interaction perceptions in education organizations.

ATTITUDES

ABBEY, D. S. *The Importance of School: A Study of Teacher/Student Attitudes.* Staff study, Ontario Institute for Studies in Education. 12 pages. This study is concerned with the ways in which students develop their abilities to express attitudes and values, and how this ability relates to the way in which the student's teacher expresses himself. Abbey, D. S. and G. Wanzell. "What's Really Important About School? Teachers and Students Talk About One Another's Values." Paper presented to CCRE - CERA Annual Conference, Laval University, Quebec City, June 7, 1968.

DUNN, MARIE E. *The Effect of an Unstructured Group Experience on the Attitudes and Value Orientations of Young People.* M.Cont.Ed. thesis, University of Saskatchewan, Saskatoon Campus, May, 1969. 100 pages. A study involving 4-H members attending two Junior Leader camps. The control group followed a structured camp program and the experimental group followed an unstructured camp program.

ATTITUDES — Parents

CRAWFORD, PATRICIA and GARY EASON. *The Measurement of Socio-Economic Status: A Technical Note.* Research Department, The Board of Education for the City of Toronto, February, 1969. 30 pages. The adequacy and suitability of Blishen's Scale for use in a study of parental attitudes is examined.

ATTITUDES — Slow Learners

SANCHE, ROBERT PAUL. *Self-Concept and Beliefs of Educationally Retarded Youth.* M.Ed. thesis, University of Alberta, September, 1968. 66 pages. Two groups of retarded children enrolled in 4 special programs in Saskatchewan schools were examined. The inference was made that higher self concepts and fewer irrational beliefs accompanied the inclusion of on-the-job training.

ATTITUDES — Students

CHEONG, GEORGE S. C. *The Acquisition of Experimental Attitude by Young Children.* Staff study, Mount Allison University. This study, consisting of two groups, was planned to investigate the impact made by teachers upon 3rd and 4th graders in terms of experimental attitude.

LOEWEN, F. *The Effect on Pupil Attitudes of Varying Age and Class Groupings in the Junior High School.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. An attempt to determine the effect on pupil attitudes of varying age and class groupings in the junior high school and possible teacher reaction to these variations.

SACHER, JERRY L. *A Study of the Effects of Environment on Indian Students' Attitudes.* M.Ed. thesis, University of Alberta, July, 1968. This study was designed to compare selected attitudes of Indian student groups living in various environmental situations in Southern Alberta with non-Indian students.

ATTITUDES — Students (Secondary)

DeMOND, LOWELL RODERICK. *A Scale to Assess Attitudes Toward University Education and Professional Occupations among High School Students.* M.Ed. thesis, University of New Brunswick, October, 1968. 106 pages. The primary purpose of the study was to develop a scale which may be used to assess the attitudes of high school students toward university education and professional occupations. A secondary purpose was to employ the scale in assessing the attitudes of grade 11 students in two towns which differed in the characteristic that one had a university while the other did not.

ATTITUDES — Students (University)

BERGEN, JOHN and DAVID FRIESEN. *Changing Attitudes of Mennonite University Students.* Staff study, University of Alberta. 4 pages. The report summarizes the findings relating to the study of attitudes and values of Mennonite students at a large Canadian university.

ATTITUDES — Student teachers

CHEONG, GEORGE S. C. *Can Student Teachers' Experimental Attitude Be Changed?* Staff study, Mount Allison University. This study, with a control group plus pre- and post-test measures, was designed to examine changes, if any, of experimental attitude in terms of Dewey's philosophy by prospective teachers over a period of one academic year.

ATTITUDES — Teachers

PUETZ, DARLENE CATHERINE. *Relationship of Teacher Attitude to a Social Studies Unit and Pupil Progress in Critical Thinking.* M.Ed. thesis, University of Saskatchewan, Saskatoon Campus, 1969. 47 pages. The purpose of this study was to determine whether scores in critical thinking ability are related to teacher attitudes toward a unit of instruction in social studies.

TRUSS, DONALD. *Teaching Values in High School Literature and Science.* M.Ed. thesis, University of Calgary, 1968. 99 pages. The study was designed to investigate the possibility of perceptional differences between junior and senior high school teachers of literature and of science regarding the inculcation of personal values as a part of the teaching process.

AUDIO-VISUAL EDUCATION

CHALMERS, J. J. *Developing Perceptions of Low Ability Students.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. An attempt to use the camera to teach perception in relation to the communicative skills of writing and reading, and to get the students involved in preparing an audio-visual production in the form of a slide-tape set relevant to their school activities.

AUTOMATION

MIRZA, HAYAT. *Automation and Its Effect on Learning.* Ph.D. thesis, University of Montreal. 200 pages.

BEHAVIOUR

CHAN, SUP-MEI. *The Measurement of Behavioral Cognitive Factors.* M.A. thesis, Faculty of Education, Macdonald College of McGill University, October, 1968. 101 pages.

CHAN, S. M. and REGINALD EDWARDS. *An Attempted Verification of the Cognitive Behavioural Dimension of the Structure of Intellect Model.* Staff study, McGill University. An attempt to verify the existence of a behavioural dimension in the Structure of Intellect Model (Guilford) amongst 8th grade children in a Protestant school outside Montreal, using some 37 variables.

EVANS, DAVID RICHARD. *Conceptual Complexity, Arousal and Epistemic Behaviour.* Ph.D. thesis, Ontario Institute for Studies in Education, June, 1969. 164 pages. A study to test Berlyne's theory of epistemic or knowledge seeking behaviour.

MARCUS, A. *Attentional Factors in Behavioural Change.* Ph.D. thesis, Department of Applied Psychology, Ontario Institute for Studies in Education. 1968. The study attempted to resolve some of the inconsistencies in studies concerned with the involvement - discrepancy controversy. An experiment was carried out to examine the effects of receptivity on opinion change through the systematic manipulation of focus of attention and discrepancy.

SHAW, BLAIR W. *Dimensions and Correlates of Conceptual Models of Behaviour.* Ph.D. thesis, University of Alberta, October, 1968. 168 pages. Three models of behaviour (theological, illness and psychological) were described and a Beliefs-About-Behaviour inventory was constructed. Correlates of scale scores were explored. Interpretation of validation data was in terms of conceptual systems theory.

BILINGUAL SCHOOLS

KOWALSKI, ALVIN EDWIN. *Bilingual School: a Feasibility Study.* Research Division, Calgary Separate School Board, December, 1968. 32 pages. A review of the literature related to bilingual education and a survey of school systems in Canada and the U.S.A. operating bilingual instructional programs.

LEGER, RENE L. *Mesure Verbale et Non Verbale d'Intelligence Comme Moyen de Prédiction du Rendement Scolaire dans un Milieu Bilingue.* Thèse M.A. Ps.O., Université de Moncton, mai, 1969. 73 pages. An investigation of the comparative value of a verbal test and non verbal test of intelligence in relation to the prediction of school achievement in a bilingual, French-English population.

BIOLOGY — Study and Teaching

JACKNICKE, KENNETH G. *The Use of Freshwater Organisms in the Teaching of Secondary Biology.* M.Ed. thesis, University of Alberta, October, 1968. 136 pages.

PANKHURST, J. H. *I/D/E/A UNIPAC for Biology, 10, 20 and 30.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. An attempt to individualize the authorized curriculum in biology 10, 20 and 30 to suit different student abilities.

BOARDS OF EDUCATION

ELLIS, MORTY. *A Case Study of the Catholic School Commission of Mount Royal.* M.A. thesis, Faculty of Education, Macdonald College of McGill University, June, 1969.

FAGBAMIYE, OLUKAYODE EMMANUEL MICHAEL. *School Board Studies: Towards the Development of a Conceptual Model.* M.A. thesis, Ontario Institute for Studies in Education, November, 1968. 148 pages. School boards — their necessity, their legal status and functions, their relationship to the local school district, the state and federal government in the United States — are examined in a documentary approach.

MARTIN, STEWART W. *A Political Systems Analysis of an Urban School Board.* Ph.D. thesis, University of Alberta, October, 1968. 241 pages. The activities of an urban school board over the period of a year were analyzed with the aid of a political science framework derived from the work of Professor Gabriel Almond by Scribner at Stanford University.

VIRGIN, ALBERT E. *Planning and Implementing Change in North York Schools.* Board of Education for the Borough of North York, October, 1968. 6 pages. A theoretical model for systematic change in a public school system.

BOARDS OF EDUCATION — Quebec

ETHIER, GERALD. *Expectations of School Board Chairmen for the Role of Directeur Général des Ecoles of the Catholic Regional School Boards of Quebec.* M.Ed. thesis, University of Alberta, November, 1968. 142 pages. The study examines the expectations that school board members hold for the role of directeur général des écoles.

STRINGER, GUY. *Evolution de l'Autonomie des Commissaires d'Ecoles de la Province de Québec de 1846 à 1967.* Thèse Ph.D., Université d'Ottawa, mai, 1969. 279 pages. La recherche essaie de prouver que les commissaires d'écoles de la Province de Québec jouissent aujourd'hui d'une moins grande autonomie qu'en 1846.

BUSINESS EDUCATION

JOHNSTON, JAMES C. *Students Amalgamated.* York County Board of Education, May, 1969. 8 pages. Report of a business administration class which formed an incorporated holding company to speculate on the Toronto Stock Exchange.

CANADIAN ASSOCIATION FOR ADULT EDUCATION

ARMSTRONG, DAVID PATRICK. *Corbett's House: The Origins of the Canadian Association for Adult Education and its Development During the Directorship of E. A. Corbett, 1936-1951.* M.A. thesis, Ontario Institute for Studies in Education, November, 1968. 197 pages.

CANADIAN TEACHERS IN FOREIGN COUNTRIES

SMITH, GLORIA BESSIE MARY. *The Contributions of Canadian Teachers in Overseas Aid Programs: a Comparative Analysis of Experience in External Aid and CUSO Programs in Nigeria and Sarawak, 1957-1967.* M.A. (Educ.) thesis, University of British Columbia, fall, 1968.

CHANGE IN EDUCATION

AUDET, LOUIS-PHILIPPE. *Bilan de la Réforme Scolaire au Québec, 1959-1969.* Etude Effectuée par un membre du personnel, Université de Montréal, 1969. 70 pages. Préludes à la réforme scolaire au Québec (1949-1959). La réforme scolaire (1959-1969) — (a) structures administratives, (b) structures pédagogiques.

KING, ALAN J. C. *Strategies for Introducing Individualization into the Secondary Schools.* Staff study, McArthur College of Education, Queen's University (conducted at Ontario Institute for Studies in Education), December, 1968. 15 pages. An analysis of the impact of a systematically prepared orientation program designed to prepare teachers and students for innovation.

SANKAR, YASSIN THEOPHILUS. *An Analysis of Organizational and Leader Behaviour Dimensions Relevant to Change: Towards the Development of a Conceptual Model of Change in Secondary School Organizations.* M.A. thesis, Ontario Institute for Studies in Education, November, 1968.

VIRGIN, ALBERT E. *Planning and Implementing Change in North York Schools.* Board of Education for the Borough of North York, October, 1968. 6 pages. A theoretical model for systematic change in a public school system.

CHEMISTRY — Achievement

EVEN, ALEXANDER. *Patterns of Academic Achievement in Grade 12 Chemistry and their Relationship to Personal, Attitudinal and Environmental Factors.* Ph.D. thesis, Ontario Institute for Studies in Education, November, 1968. 403 pages. High school achievement in chemistry is examined by Bloom's Taxonomy, Cognitive Domain.

CHEMISTRY — Study and Teaching

KENZIE, WILLIAM ROBERT. *A Model for Determining the Learning Prerequisites for Chemistry Laboratory Planning Tasks.* M.A. thesis, Ontario Institute for Studies in Education, February, 1969. 93 pages. The general problem with which this study is concerned is how to determine what a student must know how to do when asked to plan a laboratory experiment without assistance.

CHILD STUDY

BOERSMA, F. J. and D. W. KNOWLES. *Optional Shift Performance of Culturally Different Children to Concrete and Abstract Stimuli.* Staff study, University of Alberta. Published 1968, *Alberta Journal of Educational Research*, Vol. 14, pages 165-177.

BOERSMA, F. J. and K. G. O'BRYAN. *Move Presentation of Piagetian Tasks.* Staff study, University of Alberta. Published 1969, *American Educational Research Association Abstracts.*

CHILD STUDY — Mental Development

BOERSMA, F. J., R. BULGARELL and C. J. MARTIN. *Verbalization of Association Strategies by Normal and Retarded Children.* Staff study, University of Alberta. Published 1968, *Journal of Genetic Psychology*, Vol. 78, pages 209-218.

BRADY, PAUL R. J. *Relationships Between Maternal Control Communication and Cognitive Development of the Preschool Child.* Ph.D. thesis, University of Alberta, May, 1969. 105 pages. 32 mother-child dyads were engaged in video-taped tasks. Support was obtained for the thesis that warmth in the mother-child relationship facilitates verbal and nonverbal participation of a child and affects achievement and learning style.

CASE, THOMAS ROBERT. *An Analysis of Difficulties Encountered by Disadvantaged Children in Solving a Visually Represented Problem.* M.A. thesis, Ontario Institute for Studies in Education, November, 1968. 126 pages. Objectives: (a) To analyze the skills young children must acquire in order to attain cartographic competence. (b) To characterize the general nature of the difficulties they encounter in acquiring these skills. (c) To examine the extent to which formal instruction of a short term nature can replace diffuse experience in helping them overcome these difficulties.

CRAWFORD, GAIL CAROLYN. *A Developmental Investigation of Changes in Response to Visual Complexity.* M.A. thesis, Ontario Institute for Studies in Education, February, 1969. Subjects were presented with 15 pairs of asymmetric random polygons at six levels of complexity. Responses were analyzed to test three hypotheses specifically predicted. Prediction: (1) that young Ss would treat all high complex stimuli as if they were the same but older Ss would treat them differently. (2) that young Ss would like, find more interesting and more pleasing more of the high complex stimuli than would older Ss. (3) responses of "like", "interesting" and "pleasing" would describe different functions, "interesting" and "pleasing" being quite different from each other while "like" was expected to be similar to "pleasing".

CROSBIE, DIANA MARGARET. *The Effect of Organization, Both Grouping and Superordinate Classification, on the Development of Memory in Young Children.* M.A. thesis, Ontario Institute for Studies in Education, June, 1969. 73 pages. This study involved an examination of the effects on memory of the development of the ability to organize information into superordinate categories.

MacARTHUR, RUSSELL S. *Some Cognitive Abilities of Eskimos, White and Indian-Métis Ages 9 to 12 Years.* Staff study, University of Alberta. Published 1969, *Canadian Journal of Behavioral Science*, Vol. 1, pages 50-59.

MacARTHUR, RUSSELL S. and K. G. O'BRYAN. *Reversibility, Intelligence and Creativity in Nine-Year Old Boys.* Staff study, University of Alberta. Published 1969, Child Development, Vol. 40, pages 1-33.

MARTIN, CLAUDE. *Le Rôle de la Variété de Contextes Linguistiques et de la Variété d'Exemplaires dans une Tâche d'Appréhension de Concepts.* M.A. thesis, Ontario Institute for Studies in Education, November, 1968. 88 pages. Two factors appear to be of critical importance in concept attainment: first, the number of referents; second, the linguistic contexts in which a concept is embedded. It is the purpose of this study to test the respective role of these variables in young children.

SMITH, ANNE BRIAR. *The Development of Connotative and Denotative Meaning in Middle and Lower Class Children.* M.Ed. thesis, University of Alberta, April, 1969. 98 pages. The study supported the theory that, among elementary school children, meanings evolved from a sensori-motor-affect level, to a perceptual level, and, finally to a conceptual level. There was no support, however, for the hypothesis that development is more rapid among children of higher status.

CHILD STUDY — Moral and Spiritual Development

SULLIVAN, E. V. *The Relations of Cognitive Level to Moral Judgements in Children.* Staff study, Department of Applied Psychology, Ontario Institute for Studies in Education. 12 pages. The purpose of this study is to examine the relationship between moral and casual judgements and general reasoning abilities.

CHILD STUDY — Social Development

BRAY, RUTH MARIE. *An Examination and Revision of the Brown "It Scale for Children".* M.A. thesis, Ontario Institute for Studies in Education, May,

1969. 67 pages. Sexual identification in young children — its measurement and relationship to areas which might affect school and social adjustment. It was found that a revision of the ITSC does change the sex-linked patterns of the results.

HALLER, E. J. *The Political Socialization of Children.* Staff study, Department of Educational Administration, Ontario Institute for Studies in Education. This study proposed to compare the degree and mechanisms of political socialization of children from four immigrant cultures to children of native Canadians, to study the manner in which schools presently influence political socialization, and to test three hypotheses which have been advanced to explain children's idealization of political authority figures. Paper presented at AERA 1968 Annual Meeting: Haller, E. J. and S. Thorson "The Political Socialization of Children and the Structure of the Elementary School". A sub-phase of the project will be published as a departmental paper entitled *Strategies for Change.*

CHURCH AND EDUCATION

ELLIOTT, MURRAY. *Religious Interests in Canadian Public Education.* Staff study, McArthur College of Education, Queen's University. c. 15 pages. Published, *Journal of Christian Education,* August, 1969.

MacLEAN, RICHARD H. *The Halifax Public School System — a Consideration of the Religious Factor, 1900-1966.* M.A. thesis, Saint Mary's University, May, 1969. 102 pages. An exploratory study of several aspects of the operation of the Halifax system, traditionally divided into schools generally attended by Roman Catholics and schools attended by non-Roman Catholics.

CITIZENSHIP EDUCATION

MACKIE, RICHARD GEORGE ARTHUR. *Citizens Forum: Its Origins and Development 1943-63.* M.A. thesis, Ontario Institute for Studies in Education, February, 1969. 151 pages. The study examines public affairs broadcasting. Citizens forum was an attempt to provide Canadians with citizenship education by radio.

CLASS SIZE

BURNHAM, BRIAN. *A Survey of Selected Opening-year Conditions in Ontario Vocational Schools.* York County Board of Education, March, 1969. 9 pages. 18 Ontario Vocational or special Vocational High Schools which began operation after August 1966 were studied to determine: (a) pupil-teacher ratios in academic and "practical" classes, (b) the variables which account for variations in ratios, (c) the degree of satisfaction with ratios and with staff utilization.

KUTCHER, PETER FRED. *The Relationship Between Class Size and Student Achievement in Selected Grade IX Classes in the High Schools of Manitoba.* M.Ed. thesis, University of Manitoba, May, 1969. Grade 9 classes outside of metropolitan Winnipeg and Brandon and south of the Frontier School Division were categorized as small, medium and large. The performance of students in four grade 9 subjects were related to class size.

COEDUCATION

BURLEY, R. M. *Assessment of a Reading Program Using a Modified Language-Experience Approach.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. An attempt to determine if grade one boys, working with a modified curriculum centered upon boys' interests, will perform better in school than when in a mixed class and following the regular curriculum.

DE GRANDPRE, MARCEL. *La Coéducation dans l'Enseignement Catholique-Résultats (Partiels) d'une Enquête.* Etude effectuée par un membre du personnel, Université de Montréal. 38 pages. Dépouillement partiel des réponses à une enquête internationale d'éducation comparée. Publié par l'Office International de l'Enseignement Catholique, Bruxelles, Belgique, dans la collection "Etudes et Documents", no. 10.

COLLECTIVE BARGAINING

GORDON, WILLIAM ROBERT. *A Study of the Relationships Between the Awards of Boards of Arbitration Appointed to Arbitrate Teacher Salary Disputes in Manitoba and Certain Characteristics of the Arbiters.* M.Ed. thesis, University of Manitoba, May, 1969. The awards made by the Boards of Arbitration in the Province of Manitoba were analyzed according to type of award specified and characteristics (age, occupation, etc.) of the Board members.

COLLEGES OF APPLIED ARTS AND TECHNOLOGY

ORLOWSKI, S. T. and JOAN C. SIMON with LEMAN-SULLIVAN, ARCHITECTS & PLANNERS. *Colleges of Applied Arts and Technology Movement and Growth Patterns.* School Planning and Building Research Section, Ontario Department of Education, 1969. 28 pages.

ORLOWSKI, S. T., JOAN C. SIMON and RON J. STIRLING with LEMAN-SULLIVAN, ARCHITECTS & PLANNERS. *Colleges of Applied Arts and Technology Master Planning.* School Planning and Building Research Section, Ontario Department of Education, 1969. 36 pages.

COMMUNICATION

BARON, RONALD WALTER. *The Effect of Study Sessions in Flanders System of Interaction Analysis on the Classroom Communication Patterns of a Group of Team Teachers.* M.Ed. thesis, University of Manitoba, October, 1968. 122 pages. The study considered the possible use of the Flanders System of Interaction Analysis for improvement of classroom instruction.

FEIST, MARGARET E. *An Investigation of Predominant Para-Linguistic Features of Language Involved in the Communication Process.* M.Ed. thesis, University of Alberta, August, 1968. 65 pages. The design of this study is to present an acceptable model of the communication process and to identify the predominant para-linguistic features of language in the communication process.

HOARE, GAVIN FREDERICK. *The M.T.A.I. and a Scale of Authoritarian Personality as Independent and Combined Predictors of the Classroom Verbal Interaction Patterns of First-Year Teachers in Training.* M.Ed. thesis, University of Manitoba, October, 1968. 89 pages.

HORE, TERENCE. *Social Class Differences in Some Aspects of the Verbal and Nonverbal Communication Between Mother and Preschool Child.* Ph.D. thesis, University of Alberta, 1968. 74 pages. 30 mother-child pairs from contrasting social classes were filmed in 2 task situations. Measures of verbal and nonverbal communication were derived. The results did not support the hypothesis that lower social class groups would use nonverbal communication more frequently. Persons with high verbal fluency also used nonverbal channels to a greater extent.

WINE, WILLIAM ABRAHAM. *A Cybernetic Approach to Communication.* M.A. thesis, Ontario Institute for Studies in Education, February, 1969. 183 pages. Communication ability is linked to teaching effectiveness.

COMPARATIVE EDUCATION

LAMONTAGNE, CHARLES A. *The Parent Report: An Example of the Use of Comparative Education in Educational Planning.* M.A. thesis, Faculty of Education, Macdonald College of McGill University, June, 1969.

COMPREHENSION

DEVERELL, ALFRED FREDERICK. *Further Studies of Symbol Knowledge as Readiness for Beginning Reading.* Staff study, University of Saskatchewan, Saskatoon Campus. 33 pages. The performance of school beginners in tests of symbol knowledge are analyzed for sex differences and effect of kindergarten attendance and in relation to year-end measures of reading, spelling, creative writing and arithmetic.

KALLAL, SIGNE GERTRUDE. *Word and Meaning Retrieval in Grade One Reading.* M.Ed. thesis, Department of Elementary Education, University of Alberta, November, 1968. In this study of the ability of grade one children to retrieve words and their meanings from printed symbols the problem was related to theory of perception as an aspect of the word-recognition process.

MISANCHUK, EARL R. *An Investigation of Effects of Auditory and Social Isolation on Listening Comprehension.* M.Ed. thesis, University of Alberta, May, 1969. 129 pages.

WOODROW, JAMES. *The Emergence of Meaning.* M.A. thesis, Simon Fraser University, June, 1969. 103 pages. This is a study of the applicability of modern systems theory to the development of an integrated mechanical/organic model which explains the emergence of meaning in humans through inquiry.

COMPUTERS

ANNESLEY, D. W. *Junior High School Mathematics Students — Use of APL 1500.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. An attempt to provide an enrichment program (materials) for students in the academic option named mathematics extension (i.e. use of the 1500 computer at the University of Alberta).

KOWALSKI, ALVIN EDWIN. *Computer Assisted Learning.* Calgary Separate School Board, March, 1969. 45 pages. Mathematical computer programs for elementary students were evaluated by the pupils themselves.

KOWALSKI, ALVIN EDWIN. *Computer Feasibility Study.* University of Calgary, January, 1969. 41 pages. A survey of existing computer facilities in Canada, including a brief survey of literature.

MAVEN, DAVID G. *Computer Science and Continuous Progress.* York County Board of Education, May, 1969. 6 pages. A critical description of individualized programs for students in computer sciences from three secondary schools.

PYSH, F. *The Development and Evaluation of an EDP Course for Inmates of Jails and Correctional Institutes and the Blind.* Staff study, University of Calgary. A curriculum will be developed for teaching computer coding skills (Fortran, Cobol and PLI) to the above groups.

COUNSELLING

CONKLIN, RODNEY CRAIG. *Client Problems as Perceived by Counsellors.* Staff study, University of Calgary. 5 pages. Counsellors at the University of Calgary were asked to identify client problems into the following categories: emotional, self development, social, family, vocational - educational and physical.

CONKLIN, RODNEY CRAIG. *The Effect of Varying the Mode of Information on Interpersonal Judging Accuracy.* Staff study, University of Calgary. 12 pages. The relationship between amount of information intake and its resultant effect on the accuracy of judging others was explored for purposes of counsellor training.

FLAHERTY, JACK K. *Self-Prediction and Self-Concept as an Aid to Guidance Counsellors.* M.Ed. thesis, University of Alberta, October, 1968. 60 pages. The study utilized a student's self-prediction of his grade 9 achievement and his personality characteristics in an effort to determine if these variables would identify potential problem students who may benefit from counselling.

FORD, BLAKE G. *A Comparison of Problems Which Students and Counsellors Perceive To Be Appropriate for Counsellor Discussion.* M.Ed. thesis, University of Alberta, December, 1968. 109 pages. Full-time counsellors and those who had completed a supervised praticum were more likely to perceive personal and social problems as appropriate occasions for intervention than did part-time counsellors and students.

HARRIS, ROBERT CLAYTON. *Group Counselling with Teachers: An Effective In-Service Education Technique.* Ed.D. thesis, Ontario Institute for Studies in Education, February, 1969. 195 pages. The teacher is the most influential person in the classroom and if it is possible to utilize the group process to change the teacher's behaviour, one can alter the learning environment for many children. It was proposed that the teachers should undergo a group counselling experience, not unlike sensitivity training. An experienced professional counsellor worked with 35 volunteer teachers of grade 7 and 8 from a large urban school district in control and experimental groups. The experimental group experienced group counselling for 2½ hours weekly for nine weeks. Pre and post assessments were made with a classroom observation checklist, a teacher activity checklist and a semantic differential.

JUANILLO, JOSEFINA. *Computer Based Sentence Completion Interview for Personality Assessment.* M.Ed. thesis, University of Alberta, May, 1969. 139 pages. A sentence-completion instrument for assessment of personality was programmed for an IBM 1500 system. The feasibility of employing this approach for gathering data for counsellors was checked out.

KRIVY, GARY JOSEPH. *Counselling the Elementary School Child: An Experimental Study.* M.Ed. thesis, University of Alberta, September, 1968. 95 pages. Three groups of underachieving children were exposed to contrasting experiences: non-directive play therapy, supervised play and no special treatment. The dependent variable was derived from a sentence completion test; in addition, independent observers completed checklists. The data suggested that the group counselled with non-directive play therapy showed more significant changes in behaviour than either of the other two groups.

LAXER, R. M. *Research Project to Explore the Effectiveness of Group Counselling in a High School Setting.* Staff study, Department of Applied Psychology, Ontario Institute for Studies in Education. 6 published and 6 unpublished reports have been produced. A group of eight to ten students were counselled in a student centred mode of counselling for 12 sessions.

Measures of academic achievement, achievement motivation, anxiety self-concept, attitude toward teachers and decision making were administered before and after the counselling sessions to assess whether the counselling sessions cause a change in the participating students.

LOKEN, J., W. McCORMICK and A. G. STOREY. *The Counsellor's Role as Perceived by Counsellor, Teacher and Counsellee.* Staff study, University of Calgary. 10 pages. The study investigates the personal, occupational, educational, etc. roles of the counsellor as seen by counsellor, teacher and student.

PATERSON, JOHN G. *Counsellor Use of Group Techniques in School Situations.* Staff study, University of Alberta. Published 1968, *Canadian Counsellor,* Vol. 2, pages 88-96.

ROMANIUK, EUGENE WILLIAM. *Computer - Assisted Counselling.* M.Ed. thesis, University of Alberta, July, 1968. 118 pages. High school counsellors' behaviour in helping 9th grade students plan their grade 10 program was simulated on the IBM 1500. The program prepared by using the program was compared with programs planned in the conventional way. There was no significant difference in the programs planned, but attitudes of students were significantly different.

RUDYK, S. *Proposed Experiment with Underachievers.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. A study to determine the effect of group counselling on the per cent averages in academic subjects of students designated as underachievers.

COUNSELLORS

BLANCHARD, JOHN A. *Role Perception of the Counsellor.* M.A. thesis, St. Francis Xavier University, May, 1969. 169 pages. An investigation of the role of the counsellor as perceived by students, teachers and administrators in a junior and a senior high school by means of a frequency response questionnaire.

BLUMER, CARL HARVEY. *Functions of the Elementary School Counsellor.* M.Ed. thesis, University of Alberta, November, 1968. 64 pages. Teachers and principals performed Q-sorts of 30 functions. All groups perceived counsellors as learning disability workers. The developmental role now advocated was not reflected by either teachers or administrators, whether or not they had had contact with counsellors.

CONKLIN, RODNEY CRAIG. *The Effects of Cognitive Style on Interpersonal Judging Accuracy.* Ph.D. thesis, University of Alberta, November, 1968. 74 pages. Counsellors in public schools were compared on interpersonal judging accuracy.

PARK, JAMES. *Congruence Between Concepts of Self and Ideal-Self, and Its Relationship to Rated Performance of Counsellor Trainees.* M.Ed. thesis, University of Alberta, May, 1969. 133 pages. Self-concept and idealism self-concept measures were obtained at the beginning and end of a practicum course for 69 counsellor trainees. Congruence was compared with performance and a curvilinear relationship was established.

PERKINS, STANLEY ARTHUR. *Secondary School Counsellors in Canada 1967-68: Their Time Allotment, Student Ratio, Qualifications and Need.* Staff study, University of Lethbridge. 7 pages. A survey of Departments of Education across Canada gathering data about secondary school counsellors in each province with respect to time allotment, student ratio, qualifications and need.

PIEROG, RITA H. *A Comparison of Trained and Untrained Counsellors in Their Ability to Communicate Empathy, Congruence and Acceptance.* M.Ed. thesis, University of Alberta, June, 1968. 95 pages. 110 students in the 7th to 9th grades who were counsellees of 7 trained counsellors and 90 students of untrained counsellors were compared. An analysis of programs with status controlled showed that, although trained counsellors were perceived as more accepting, there were no differences in the students' perceptions of empathy, congruence or overall acceptance.

CREATIVITY

ANDERSON, CHARLES C. *Psychology of the Scientist: Speculations on Nonverbal Creativity.* Staff study, University of Alberta. Published 1968, *Perceptual & Motor Skills,* Vol. 27, pages 883-889.

BOERSMA, FREDERIC J. and K. G. O'BRYAN. *An Investigation of the Relationship Between Creativity and Intelligence Under Two Conditions of Testing.* Staff study, University of Alberta. Published 1968, *Journal of Personality,* Vol. 36, pages 241-248.

BUCKLES, AGNES. *A Study of Behavioral Pattern Associated with Creative Ability at the High School Level.* M.Ed. thesis, University of Alberta, August, 1968. 95 pages.

DUFRESNE-TASSE, COLETTE. *Normes et Sortilèges, Attitude d'une Centaine d'enseignants Face à la Créativité.* Etude effectuée par un membre du personnel, Université de Montréal, juillet, 1968. 142 pages. Enquête auprès d'une centaine d'enseignants, professeurs et directeurs d'établissement.

DUFRESNE-TASSE, COLETTE. *Vers une Meilleure Définition du Concept de Créativité.* Etude effectuée par un membre du personnel, Université de Montréal, mars, 1969. 10 pages. Réflexion sociologique théorique sur le concept de créativité.

KROETCH, SR. CATHERINE. *The Encouragement of Creativity by Present and Future Educators.* M.Ed. thesis, University of Alberta, October, 1968. 68 pages. Samples of children, teachers, counsellors and students preparing to be teachers were given a checklist to rate behaviours they believed should be encouraged or discouraged. Comparisons were drawn among the various samples.

CULTURAL CHANGE

FRIESEN, JOHN W. and LOUISE C. LYON. *Cultural Change and Education: A Study of Indian and Non-Indian Views in Southern Alberta.* Staff study, University of Calgary. 150 pages. The methodology employed was depth interview including both Indian respondents (from reservations in the vicinity of Calgary) and non-Indian respondents involved with Indian life in some way.

CURRICULUM

ABELL, E. H., P. D. GIFFEN and R. W. LAMB. *Cross-Curriculum Teaching Project.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. A study to establish whether cross-curriculum time tabling (involving social studies, English, Phys. Ed.) is feasible and practical.

HOROVATIN, JOSEPH DANIEL. *A Study of the Process of Curriculum Planning and Development in Canadian Provincial Departments of Education.* M.Ed. thesis, University of Alberta, October, 1968. 174 pages. The study is concerned with (1) the patterns or trends among provinces in curriculum committee structure, (2) the respective representation of professional educators and the lay public on curriculum committees, (3) who is responsible for decisions made in the various areas of curriculum development and evalution, (4) the function of the director of curriculum in the process.

MAGUIRE, THOMAS O. *Decisions and Curriculum Objectives: A Methodology for Evaluation.* Staff study, University of Alberta. Published 1969, *The Alberta Journal of Educational Research,* Vol. 15, pages 17-30.

CURRICULUM DEVELOPMENT

STUTT, H. IRWIN. *The Application of the Training Systems Concept in the Development of a Course of Instruction.* M.A. thesis, Faculty of Education, Macdonald College of McGill University, June, 1969.

CYBERNETICS

PEAVY, R. VANCE. *Cybernetic Educational Design: An Example.* Staff study, University of Victoria. 5 pages. Describes a learning design incorporating cybernetic learning principles promoting self-regulation and self-motivation. Published in *Journal of Educational Thought,* 3, 1969. pp. 15-19.

WINE, WILLIAM ABRAHAM. *A Cybernetic Approach to Communication.* M.A. thesis, Ontario Institute for Studies in Education, February, 1969. 183 pages. Communication ability is linked to teaching effectiveness.

DECISION-MAKING

CHANDLER, BERNARD A. *An Investigation of the Information Flow Process of Alberta School Boards.* M.Ed. thesis, University of Alberta, October, 1968. An investigation of school board decision-making to determine the extent to which information and opinion are brought to bear on decisions made by Alberta school boards.

ELLIS, MANCEL ROSE. *'Motivational Disturbance' and Control Beliefs as Factors in Students' Decision-Making.* M.A. thesis, Ontario Institute for Studies in Education, February, 1969. 89 pages. The conclusions drawn from the findings of this study suggest that control beliefs perform a moderator function on the 'motivational disturbance' construct.

FISHER, G. L. *Decision-Making in a College Committee.* Ph.D. thesis, University of Calgary, June, 1969. 150 pages. The study analyzes the decision making process in a college advisory committee using the participant observer technique.

FOX, E. E. and HARVEY W. ZINGLE. *Personalizing and Decision-Making.* Staff study, University of Alberta. Published 1969, Toronto: Holt, Rinehart & Winston.

JONES, DOUGLAS F. *The Effectiveness of the Decision-Making Processes in Industries and Educational Systems.* M.Ed. thesis, University of Alberta, August, 1968. 118 pages. The purpose of this study was to determine: (a) if it is possible to determine the types and techniques of decision-making processes used in industry and education, (b) if it is possible to determine the effectiveness of decision-making processes of educational and industrial organizations.

MORRISEY, JAMES THOMAS. *Personal Variables and Congruence of School Personnel in Decision-Making.* M.A. thesis, Ontario Institute for Studies in Education, November, 1968. 89 pages. The relation between the personal variables of school personnel and the congruence between perceived and desired involvement in decision-making are examined.

REIMER, EDWARD PENNER. *An Analysis of Expectations Concerning the Distribution of Decision-Making Responsibilities in the Administration of the new Unitary School Divisions in Manitoba.* M.Ed. thesis, University of Manitoba, October, 1968. The purpose of the study was to identify areas of authority conflict among principals, superintendents and trustees in the new unitary school divisions in Manitoba, and to compare expectations of these groups with those of professors of educational administration.

DEPUTY MINISTERS OF EDUCATION

ROUSSEAU, JOSEPH G. *Some Aspects of the Role of Selected Deputy Ministers of Education.* M.Ed. thesis, University of Alberta, October, 1968. 197 pages. The study describes interprovincial variations of the deputy ministers of education for Western Canada as perceived by the incumbents and their immediate predecessors.

DISCIPLINE

CAMERON, VIOLET JOYCE. *The Effectiveness of Suspension in the Public Senior High Schools in Nova Scotia.* M.Ed. thesis, Acadia University, May, 1969. The purpose of this study was to find out the effectiveness of suspension of students in the public high schools in Nova Scotia during one academic year 1967-1968.

DRAMA IN EDUCATION

BARRET, GISELE. *Une Tentative de Démocratie Théâtrale.* Thèse Doctorat d'Université, Université de Montréal, juin, 1969. 488 pages. Description et analyse de l'utilisation de l'art dramatique comme instrument pédagogique polyvalent aves les adolescents. (Expérience pratique de 1964 à 1967. Analyse des résultats et théorisation de 1967 à 1969).

CLIFTON, N. ROY. *A Decade of Special Film and Theatre Arts Programs.* York County Board of Education, May, 1969. 14 pages. The rationale and the operation of four different cultural programs conducted extra-murally from 1958 to 1969 at Richmond Hill High School are described.

ECONOMIC GROWTH AND EDUCATION

GLEN, I. D. JOAN. *Education and Economic Growth in Canada: A Regional Analysis.* M.A. thesis, Faculty of Education, Macdonald College of McGill University, June, 1969.

HANSON, ERIC J. *Provincial-Municipal Finance in Ontario and the Four Western Provinces with Special Emphasis on Education: a Comparative Study.* The Alberta Teachers' Association, July, 1968. 129 pages. An examination and analysis of economic and fiscal growth of Ontario and the four western provinces for the period 1951-66, showing trends and comparisons.

ECONOMICS

NORELIUS, LORNA RUTH. *A Study to Determine the extent of Economic Understanding Acquired by Saskatoon Grade Twelve Students.* M.Ed. thesis, University of Saskatchewan, Saskatoon Campus, May, 1969.

EDUCATION — Aims and Objectives

B.C. TEACHERS' FEDERATION, COMMISSION ON EDUCATION. *Involvement: the Key to Better Schools.* August, 1968. 141 pages. The report of the Commission on Needed Educational Changes in the Public School System.

HILLS, GEORGE LESLIE CHARLES. *Dispositions of Educational Aims.* M.Ed. thesis, University of Alberta, November, 1968. 114 pages. A study of an important element in education as viewed by nine famous educational thinkers, ancient and modern.

EDUCATION — Finance

ATHERTON, PETER J. *The Impact of Rising Price Levels on Expenditures for School Operation in Alberta, 1957-1965.* Ph.D. thesis, University of Alberta, October, 1968. 269 pages. An attempt to assess the impact of inflation in educational finance in the province of Alberta.

HANSON, ERIC J. *Financing Education in Alberta* (third edition). The Alberta Teachers' Association, April, 1969. 190 pages. An examination of factors underlying expenditures in education in Alberta. Analysis of expenditure and projections to 1981.

HUDSON, JOHN. *Issues in the Financing of Public Education in Canada, 1946-1966.* M.Ed. thesis, University of Alberta, September, 1968. 88 pages. The study examines articles in Canadian journals published between 1946-1966 to identify and analyze the main issues in the financing of public education during this period.

EDUCATION — History

JOHNSON, FRANCIS HENRY. *A Brief History of Canadian Education.* Staff study, University of British Columbia. 216 pages. A history of Canadian education from early colonial times to the present. Pt. I — establishment of the school systems: 1616-1870. Pt. II — the new Dominion: 1870-1920. The schools and nation building. Pt. III — modern trends in Canadian education: 1920-1967. Published by McGraw-Hill Co. Ltd., Toronto, 1968.

KACH, NICK. *A Socio-Historical Analysis of the Petrine Reforms: a History of Education.* M.Ed. thesis, University of Alberta, November, 1968. 351 pages. The applicability of Smelser's theory of collective behaviour in explaining the reforms of Peter the Great was tested in four successive stages.

MILLER, PETER JOHN. *The Education of the English Lady 1770-1820.* Ph.D. thesis, University of Alberta, May, 1969. A study of the educational provisions made for middle and upper class English women and their relationship to current ideas about women and education before 1770 and 1820.

EDUCATION — Philosophy

LU, HENRY CHUNG-MING. *John Dewey's Philosophy and Education.* Ph.D. thesis, University of Alberta, November, 1968. 210 pages. An examination of some of the most important concepts in Dewey's philosophy and education, notably value, democracy, science, education, teaching, learning, etc.

EDUCATION — Theory

COCCALIS, NICHOLAS GEORGE. *The Educational Thought of Adam Smith.* M.Ed. thesis, University of Alberta, November, 1968. 154 pages. A study of Adam Smith's views on education as they relate to his concept of the virtuous man and to the educational practice in Scotland in his day.

ELLIOTT, MURRAY. *Ideology and School Mathematics: Reply to C. P. Ormell.* Staff study, McArthur College of Education, Queen's University. 9 pages. The Philosophy of Education Society of Great Britain, *Proceedings of the Annual Conference, January, 1969,* 3, pages 55-64.

THAKORE, NATVERLAL H. *Theory of Knowledge and Concepts in Education: Teaching and Learning.* Graduate thesis, Simon Fraser University. 200 pages. The purpose of this study was to map the logical geography of the concepts of knowledge, teaching and learning and to show their relationship.

EDUCATION — Canada

GLEN, I. D. JOAN. *Education and Economic Growth in Canada: A Regional Analysis.* M.A. thesis, Faculty of Education, Macdonald College of McGill University, June, 1969.

JOHNSON, FRANCIS HENRY. *A Brief History of Canadian Education.* Staff study, University of British Columbia. 216 pages. A history of Canadian education from early colonial times to the present. Pt. I — establishment of the school systems: 1616-1870. Pt. II — the new Dominion: 1870-1920. The schools and nation building. Pt. III — modern trends in Canadian education: 1920-1967. Published by McGraw-Hill Co. Ltd., Toronto, 1968.

EDUCATION — Alberta

ATHERTON, PETER J. *The Impact of Rising Price Levels on Expenditures for School Operation in Alberta, 1957-1965.* Ph.D. thesis, University of Alberta, October, 1968. 269 pages. An attempt to assess the impact of inflation in educational finance in the province of Alberta.

HANSON, ERIC J. *Financing Education in Alberta* (third edition). The Alberta Teacher's Association, April, 1969. 190 pages. An examination of factors underlying expenditures in education in Alberta. Analysis of expenditure and projections to 1981.

EDUCATION — Atlantic Provinces

CHEAL, J. E. and H. W. KITCHEN. *Profiles of Education in the Atlantic Provinces.* Staff studies, University of Calgary and Memorial University of Newfoundland. 300 pages. A regional and subregional analysis of the inputs, outputs and socio-economic environment of educational systems in the Atlantic provinces.

EDUCATION — British Columbia

B.C. TEACHERS' FEDERATION, COMMISSION ON EDUCATION. *Involvement: the Key to Better Schools.* August, 1968. 141 pages. The report of the Commission on Needed Educational Changes in the Public School System.

EDUCATION — Nova Scotia

THOMSON, COLIN ARGYLE. *The Historical and Social Background to Nova Scotian Negro Education.* M.Ed. thesis, University of Saskatchewan, Saskatoon Campus, November, 1968.

EDUCATION — Ontario

BURNHAM, K. B. *Study of Practices in Programme Development, Instructional Organization and Facilities in Ontario Secondary/Elementary Schools, 1966-1969.* Staff study, Office of Development, Ontario Institute for Studies in Education. 2 reports: 72 and 73 pages respectively. This project involved a survey study of selected practices in Ontario's elementary and secondary schools.

EDUCATION — Quebec

AUDET, LOUIS-PHILIPPE. *Bilan de la Réforme Scolaire au Québec, 1959-1969.* Etude effectuée par un membre du personnel, Université de Montréal, 1969. 70 pages. Préludes à la réforme scolaire au Québec (1949-1959). La réforme scolaire (1959-1969) — (a) structures administratives, (b) structures pédagogiques.

LAMONTAGNE, CHARLES A. *The Parent Report: An Example of the Use of Comparative Education in Educational Planning.* M.A. thesis, Faculty of Education, Macdonald College of McGill University, June, 1969.

EDUCATION — England

4 **MILLER, PETER JOHN.** *The Education of the English Lady 1770-1820.* Ph.D. thesis, University of Alberta, May, 1969. A study of the educational provisions made for middle and upper class English women and their relationship to current ideas about women and education before 1770 and 1820.

EDUCATION — India

ZACHARIAH, MATHEW. *India: Government Strategies for Secondary Education Reform, 1952-1965.* Staff study, University of Calgary. 35 pages. Appeared in *Strategies for Curriculum Change: Cases from Thirteen Nations,* R. Murray Thomas, *et. al.,* International Textbook Company, Scranton, Pa., 1968.

ZACHARIAH, MATHEW. *Public Authority and Village Reconstruction: the Case of Basic Education in India.* Staff study, University of Calgary. 15 pages.

ZACHARIAH, MATHEW. *The Resiliency of the Academic Concept of Secondary Education in India.* Staff study, University of Calgary. 20 pages.

EDUCATION — Norway

4 **LOKEN, GULBRAND.** *A Study of the Government of the Folk High Schools of Norway.* Ph.D. thesis, University of Alberta, October, 1968. 300 pages.

EDUCATION — Scotland

COCCALIS, NICHOLAS GEORGE. *The Educational Thought of Adam Smith.* M.Ed. thesis, University of Alberta, November, 1968. 154 pages. A study of Adam Smith's views on education as they relate to his concept of the virtuous man and to the educational practice in Scotland in his day.

EDUCATION — Sierra Leone

SAWYERR, EBUN. *The Development of Education in Sierra Leone in Relation to Western Contact.* M.A. thesis, Faculty of Education, Macdonald College of McGill University, June, 1969.

EDUCATION — Tanzania

KAPINGA, CHRISTIAN. *The Politico-Economic Context and Implications for Primary Education of Tanzania's 1967 Educational Policy.* M.A. (Education) thesis, University of Ottawa, May, 1969. 230 pages. This study attempts to situate and appraise the pros and cons of Tanzania's 1967 educational reform, known as "Education for Self-Reliance", in its historical, economic and political context.

EDUCATION — Tutu'ila

HAVEA, SETALEKI KAVEINGA. *Political Influences Affecting the Development of Educational Services in Tutu'ila to 1900.* M.Ed. thesis, University of Saskatchewan, Saskatoon Campus, November, 1968.

EDUCATION AND EARNINGS

HUSBY, PHILIP J. *The Relationship Between Education and Earnings Among the Canadian Provinces.* Ph.D. thesis, University of Alberta, October, 1968. 185 pages.

ELEMENTARY EDUCATION

STOCKELY, BETTY RUTH. *The Task of Elementary Education as Perceived by Parents, Teachers and Pupils in Selected Newfoundland Communities.* M.Ed. thesis, Memorial University of Newfoundland, May, 1969. 140 pages. The views of parents, teachers and pupils concerning the goals of elementary education were obtained in a selection of urban and rural communities.

ELEMENTARY EDUCATION — Theory

HOROWITZ, EVA. *An Examination of Matthew Arnold's Theory of Elementary Education Based on his Educational Writings.* M.A. thesis, Faculty of Education, Macdonald College of McGill University, June, 1969.

ENCYCLOPEDIAS

WESTCOTT, HAZE MACLAY. *The Use Grade Six Students Make of Small-Scale Maps, Pictures and Written Material in an Encyclopedia Article.* M.Ed. thesis, University of Calgary, 1968. 56 pages. The study investigated the comparative use students in grade 6 made of written material, small-scale maps and pictures in an encyclopedia. Relationships between the use of an encyclopedia article and reading vocabulary, arithmetic computation, socio-economic level and others were also investigated.

ENGLISH — Study and Teaching

BIRD, NANCY. *A Grade 13 Experimental English Program.* York County Board of Education, May, 1969. 4 pages. Report of an experimental offering conducted 1968-1969 at Richmond Hill High School.

JARVIS, V. M. *Language Arts Program.* Funded by Research Branch, Edmonton Public School Board, June, 1969. An attempt to allow for individualized learning in the classroom in the English field — experimental language arts program.

SHEPPARD, R. W. *I/D/E/A UNIPACS for English 10.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. An attempt to develop UNIPACS in English 10 with a view toward individualizing instruction for English 10 students.

ENGLISH — Teaching Aids

LYNASS, A. M. *Use of Film for Motivation in a High School Remedial English Program.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. An attempt to stimulate reading and communications comprehension in English 13 (i.e. a grade 10 remedial English course) through the use of films.

ENGLISH LANGUAGE — Second Language Learning

THE BOARD OF EDUCATION FOR THE CITY OF TORONTO, RESEARCH DEPARTMENT. *Testing Some English Language Skills: Rationale Development and Description.* March, 1969. 36 pages. An experimental test, half of which is presented orally by tape, was developed for the New Canadian Study: this report documents the procedures for its development.

HORNE, KATHRYN ANNE. *English as a Second Language in Metropolitan Toronto.* M.A. thesis, Ontario Institute for Studies in Education, June, 1969. 77 pages. Rather than a research study, this paper presents a review of the literature in various areas of language learning, distinguishing between first and later languages and between foreign and second languages. A distinction is stressed between foreign and second languages in terms of external factors such as programs and usage. On-going second language programs at three Metropolitan Toronto School Boards are presented and discussed.

MOWAT, SUSANNE, and CHRISTINE ST. LAWRENCE. *New Canadian Activities: Summary of Teachers' Responses to a Questionnaire.* Research Department, the Board of Education for the City of Toronto, March, 1969. 25 pages. Teachers' responses to an open-ended questionnaire are summarized to provide some indication of the needs which should be considered, as programs for English as a second language continue to be evolved and modified.

ENROLMENT

CONWAY, C. B. and ROBERT C. MAY. *A Refinement of the Mathematical Prediction of Public School Grade 1 Enrolment.* Research and Standards Branch, B.C. Department of Education, April, 1969. 13 pages. The relationship between births and cumulative net immigration as estimated for single years of age.

ENROLMENT — Atlantic Provinces

CONWAY, C. B. *Potential Educational Enrolments in the Atlantic Provinces.* The Atlantic Development Board, Ottawa, Ontario, August, 1968. 227 pages. Part I (133 pp.) deals with the effect of migration on the age distribution of the population and produces population retention coefficients for small areas. Part II applies the provincial estimates of population and educational retention data to each age group to produce estimates of enrolment to 1986.

ENROLMENT — British Columbia

CONWAY, C.B. *The Forecasting of British Columbia Public School Enrolments.* Research and Standards Division, B.C. Department of Education. Updated 1969. 39 pages. This study discusses the effect of six important variables that affect enrolment and the dangers of trend projections. It showed that although births decreased rapidly from 1960 to 1966 they were expected to start upward again in 1967 and 1968, in spite of lower birth rates. Elementary enrolments should decline from 1970 to 1975, secondary from 1977 to 1982. After these dates, each should be rising rapidly. (Circulation restricted).

ENROLMENT — Community Colleges

CONWAY, C. B. *A Forecast of Potential Community College Enrolments, 1976.* Research and Standards Division, B.C. Department of Education. Updated 1968. 51 pages. High B.C. continuation rates to post-secondary institutions

and rapid growth of the 15-19 and 20-24 age groups lead to high forecasts of enrolment demand. "Attendance factors" show a sharp cut-off at the surprisingly short distance of 15 miles. (Circulation restricted).

EXAMINATIONS

BOERSMA, F. J. and M. WAHLSTROM. *The Influence of Test-Wiseness Upon Achievement.* Staff study, University of Alberta. Published 1968, *Educational and Psychological Measurement,* Vol. 28, pages 413-420.

CANADIAN EDUCATION ASSOCIATION, INFORMATION DIVISION. *External Examinations.* June, 1969. 12 pages. A province-by-province summary of the status of external (or provincial) examinations.

NESOLDY, ELIAS. *An Analysis of the Grade XII Departmental Examinations in Biology and Chemistry, June, 1962.* M.Ed. thesis, University of Saskatchewan, Saskatoon Campus, May, 1969.

PYSH, F. *The Effect of Confidence Scoring on Test Reliability.* Staff study, University of Calgary. Various confidence scoring schemes will be examined for their effect on reliability of tests composed of T - F items.

ROBERTS, D. *A Survey of Use of Standardized Tests in Ontario Secondary Schools.* Staff study, Department of Measurement and Evaluation, Ontario Institute for Studies in Education. Published as *Test Development Paper No. 3, Paper 1.* The Ontario Institute for Studies in Education, Department of Measurement and Evaluation, 1968.

ROYER, AURELL. *A Study of the Teaching of Test-Wiseness.* M.Ed. thesis, University of Alberta, October, 1968. 91 pages. Three treatments were used with 200 grade 9 pupils randomly assigned: instruction in test-taking, ordinary class work, special test-taking instruction in a subject different than the area tested. The study found that students who had received instruction in test-taking techniques score higher on poorly constructed tests than if they had had no instruction.

STOREY, ARTHUR GEORGE. *That Versatile Multiple Choice Item.* Staff study, University of Calgary. 10 pages. A test of the M.C. item against the true-false, essay, completion, etc.

EXCEPTIONAL CHILDREN — Culturally Disadvantaged

FREEDMAN, J. and SEYMOUR TRIEGER. *The Duke of York Day Care Project.* Research Department, The Board of Education for the City of Toronto, August, 1968. 34 pages. A descriptive report of a day care program operated within a school. Observers provided some of the data regarding child behaviour.

TARI, ANDOR JOSEPH. *Affect and Cognition in School Readiness: an Experimental Study in Compensatory Programs for the Disadvantaged Child.* M.Ed. thesis, University of Alberta, October, 1968. 96 pages. The effects of cognitive and affective pre-school programs designed to facilitate school readiness among disadvantaged children were examined using a test of achievement and social behaviour. No differences in the two treatments were identified.

EXCEPTIONAL CHILDREN — Emotionally Disturbed

KOWALSKI, ALVIN EDWIN. *Residential School for Emotionally Disturbed Children.* Research Division, Calgary Separate School Board, December, 1968. 28 pages. A survey of existing facilities for emotionally disturbed children in Canada and the U.S.A., along with a brief survey of the literature. A detailed analysis of the Alberta situation concludes the study.

ORLOWSKI, S. T. and MARINA PAIN. *Special Education Facilities for Emotionally Disturbed Children.* School Planning and Building Research Section, Ontario Department of Education, 1968. 33 pages.

PYRCH, O. *Behaviour Modification and the Education of Emotionally Disturbed Children.* Funded by Research Branch, Edmonton Public School Board, June 1969. Standard 2-page report. A study to implement behaviour modification techniques in the education of "emotionally disturbed" children.

EXCEPTIONAL CHILDREN — Gifted Learners

KOWALSKI, ALVIN EDWIN. *Academically Talented Students.* Research Division, Calgary Separate School Board, June, 1969. 42 pages. A survey of the literature on gifted children and an analysis of existing facilities for gifted children in Canada.

EXCEPTIONAL CHILDREN — Handicapped

WEDDER, W. G. *Integration of Handicapped Children into Regular Class Programs.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. A study to determine whether the continuation and expansion of this type for these handicapped pupils is justified in terms of improving their academic achievements and for enhancing their self-image.

EXCEPTIONAL CHILDREN — Mentally Handicapped

ARMSTRONG, JOHN. *Factors Influencing Legislation for Public School Education of the Trainable Retarded in New York State.* Ph.D. thesis, University of Ottawa, May, 1969. 263 pages. A study of the effects of parent association activities, together with an examination of the outcomes of a random selection of parent-operated pilot classes, which led to legislation for public control. Leadership, political, social, economic and educational factors were found.

BERZINS, E. *An Experiment in Developing Skills in Cooperative Functioning.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. An attempt to test a new method of teaching woodwork to educable mentally retarded boys.

CHOWDHURY, RUPA S. *Some Problems Connected with the Organization of an Effective Program for Retarded Children.* M.A. thesis, Saint Mary's University, October, 1968. 116 pages. The thesis takes note of developments in special education in Nova Scotia, with particular reference to the city of Halifax.

DUFRESNE-TASSE, COLETTE et UN GROUPE D'ETUDIANTS SOUS SA DIRECTION. *Image de l'Adolescent Déficient Mental.* Etude effectuée par un membre du personnel et des étudiants, Université de Montréal, avril, 1969. 75 pages. L'adolescent déficient qui fréquente les centres d'apprentissage, sa perception de lui-meme et son évaluation des perceptions qu'on a de lui.

HACKETT, GERALD THOMAS. *The History of Public Education for Mentally Retarded Children in the Province of Ontario 1867-1964.* Ed.D. thesis, Ontario Institute for Studies in Education, February, 1969. 435 pages. The development of aims, identification techniques, organization, teaching methodology, professional groups, public relations and educational research in the field of mental retardation in Ontario is treated.

EXCEPTIONAL CHILDREN — Perceptually Handicapped

MIEZITIS, S. and D. SHIPE. *A Comparison of Two Experimental Treatment Programmes for Perceptually Handicapped Pre-Schoolers.* Staff study, Department of Applied Psychology, Ontario Institute for Studies in Education. 19 pages. This study involves an experimental re-training program for five or six carefully selected children, ages four or five, with specific motor-visual disabilities, who will receive specific training procedures directed at improving their functioning in areas of their difficulties. "The Diagnosis and Remediation of Special Learning Disabilities in Pre-Schoolers: A Pilot Study." Unpublished report, typewritten. This report of first stage only, report on 2nd stage in preparation.

EXCEPTIONAL CHILDREN — Physically Handicapped

ROBERTS, L. DIANNE. *The Verbotonal and Regular Programs in the Metropolitan School for the Deaf: a Descriptive Study.* Research Department, the Metropolitan Toronto School Board, May, 1969. 57 pages. A descriptive study consisting of classroom observations, evaluation of speech production, parent interviews and audiological assessment of children enrolled in the verbotonal and regular programs in the Metropolitan Toronto School for the Deaf.

EXCEPTIONAL CHILDREN — Slow Learners

B.C. TEACHERS' FEDERATION, RESOURCE MANUALS COMMITTEE FOR TEACHERS OF EXCEPTIONAL CHILDREN. *Resource Manual for Children with Learning Disabilities.* February, 1969. 119 pages. Methods of teaching the learning disabled student.

DEGENHARDT, M. L. and P. E. WEINS. *Evaluation of a Reading Program to Motivate Slow Learners.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. A discussion of whether the Nelson readers, along with their puppets and filmstrips, motivate the slow learners more effectively than the reading series now being used in the school.

FERRIES, JUNE-ANNE. *An Investigation of the Home Economics Program for Girls in the Terminal Course and Implications for Improving Home Economics Programs for Slow Learners.* M.Ed. thesis, University of Manitoba, May, 1969. A follow-up study of the classes of girls who had been enrolled for the home economics course in the terminal program. The purpose was to solicit opinions about the usefulness of the subject matter in view of their experiences subsequent to completion of the course.

JONES, WILLIAM E. *Learning Disabilities.* B.C. Teachers' Federation, September, 1968. 30 pages. A monograph to assist primary teachers and principals of schools which enroll primary pupils to identify pupils with learning disabilities.

SAMIS, F. W. *A Descriptive Study of Twenty-Three Children Referred to the Education Clinic, E.P.S.B., for Learning Difficulties.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report.

FEDERAL AID TO HIGHER EDUCATION

HYMAN, CHARLES. *Federal Aid to Higher Education with Particular Reference to Universities in the Period 1951 to 1967.* M.A. thesis, Faculty of Education, Macdonald College of McGill University, October, 1968. 133 pages.

FIELD STUDY

REES, D. R. *Two Transect Studies in the Albion Hills.* York County Board of Education, May, 1969. 7 pages. A description, with evaluations, by grade 11 students of field work using transect methodology.

FIELD TRIPS

CLEMSON, ISOBEL, DOUG McCAMMON and DAVE MEAKIN. *A Grade 13 Field Trip: an Interdisciplinary Experiment.* York County Board of Education, May, 1969. 14 pages. A description and evaluation of an extended history and geography study tour in the province of Quebec.

CRAWFORD, PATRICIA J. *Here Comes McMurrich — A Report of the Field Trip.* Research Department, The Board of Education for the City of Toronto, December, 1968. 23 pages. A descriptive report which documents pictorially and with quotations the nature of learning experiences on a field trip to Ottawa.

PALMER, JUDITH A. *Planetarium Field Trips.* Board of Education for the Borough of North York, May, 1969. 9 pages. Tabulation of North York teachers' evaluation of planetarium field trips.

FOREIGN STUDENTS IN CANADA

CHANDRASEKHARAIAH, K. V. *Foreign Student Services and Foreign Student Problems in Canada.* Staff study, McGill University. 82 pages. Programs and facilities provided to the international students in Canadian universities and the problems encountered by the international students (from developing and underdeveloped countries) in Canadian universities.

FRANCO-ONTARIANS

GODBOUT, ARTHUR. *Les Francophones du Haut — Canada et Leurs Ecoles Avant l'Acte d'Union.* Thèse Ph.D., Université d'Ottawa, 1969. 284 pages. L'auteur fait voir que les écoles françaises de l'Ontario avaient droit à une reconnaissance légale depuis 1791.

FRENCH LANGUAGE

COTE, GERARD, EDDY DESSUREAULT, GUY PIERRE et ANDRE ST-JACQUES. *Recherche sur la Maîtrise de Mots Français qui Ont une Acceptation Particulière au Québec.* Thèse Lic. en Péd., Université de Sherbrooke, octobre, 1968. 438 pages (2 tomes). Cette thèse cherche à savoir si les Canadiens-français reconnaissent aussi bien les mots français que les canadianismes.

FRENCH LANGUAGE — Second Language Learning

LAPOINTE, L. *An Inventory of Methods Utilized in the Teaching of French as a Second Language to Adults.* Staff study, Department of Adult Education, Ontario Institute for Studies in Education. 35 pages. This project involves a preliminary investigation of the programs offered by universities, governments, corporations and other agencies for teaching French as a second language to adults.

MAURICE, LOUIS JEAN. *A Method of Procedure Analysis in the Teaching of French as a Second Language.* M.Ed. thesis, University of Manitoba, May, 1969. 99 pages. The purpose of the study was to compare the procedures of four teachers in the teaching of French to grade 7 students using the course "Ecouter et Parler", using an analysis instrument devised for the purpose.

FRENCH LANGUAGE — Study and Teaching

BACSALMASI, STEPHEN and BRIAN BURNHAM. *Articulation of the Teaching of French in York County Schools.* York County Board of Education, May, 1969. 10 pages. Teachers' opinions on selected problems of articulating elementary and secondary French language instruction were studied as a first phase in a curriculum renewal program.

CANADIAN EDUCATION ASSOCIATION, INFORMATION DIVISION. *French Programs in Canadian Elementary Schools.* June, 1969. 20 pages. A survey of 50 major school boards concerning practices and policies on the teaching of French to elementary-grade pupils.

CHEVREAU, PAUL G. *A Seminar Method for Grade 13 French.* York County Board of Education, May, 1969. 18 pages. The operation and outcomes of a cooperative program developed over three years by teachers of French in York Central District High Schools.

HERRING, WALTER A. *French Language Resources and the Secondary School Library.* M.A. thesis, University of British Columbia, June, 1969. 101 pages. A survey of the present relationship between secondary school French teaching and school libraries, with recommendations for the future growth of libraries offering independent French language study facilities.

FRENCH LANGUAGE — Textbooks

REEVES, JUDITH E. *Information Exchange in Secondary School French Textbook Selection.* M.Ed. thesis, University of Alberta, November, 1968. 150 pages.

FRENCH LITERATURE

BOUCHERANT, E. *Identification of French Language Titles in Adult Education.* Staff study, Department of Adult Education, Ontario Institute for Studies in Education. 15 pages. A preliminary study to identify the books, reports, journals and audio-visual materials on adult education utilizing the French language which should be included in the library.

GEOGRAPHY

BARNETT, DONALD CECIL. *The Efficiency with which Children of Grades Seven, Eight and Nine are Able to Read and Interpret Vertical Aerial Photographs.* M.Ed. thesis, University of Calgary, 1969.

DUECK, KATHRYN GERTRUDE. *Reading and Interpreting Vertical Aerial Photographs in the Intermediate Grades.* M.Ed. thesis, University of Calgary, 1969. The purpose of this study was to investigate the ability of children in grades 4-6 to read and interpret vertical aerial photographs.

KINGSTON, BEATRICE EVADNE. *Reading and Interpreting Vertical Aerial Photographs in the Primary Grades.* M.Ed. thesis, University of Calgary, 1969. 121 pages. The purpose of this study was to investigate the ability of children in grades 1, 2 and 3 to read and interpret vertical aerial photographs, by using a constructed instrument. It also investigated the relationship of the instrument to such factors as age, grade level, reading ability and others.

GEOGRAPHY — Study and Teaching

GRIME, ALEXANDER ROGER. *Geography in the Secondary Schools of Ontario, 1800-1900.* M.Ed. thesis, Ontario Institute for Studies in Education, November, 1968. 174 pages. An inquiry (survey approach) into the teaching of geography in the secondary schools of Ontario during the nineteenth century.

STINNER, E. *An Advanced Study of Geography in the Elementary System.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. An attempt to teach the techniques involved in the construction, interpretation and the universal utility of maps (related to every subject from English, math to enterprise).

GEOMETRY

LEMAY, FERNAND. *Genèse de la Géométrie Projective.* Etude effectuée par un membre du personnel, Université Laval. 174 pages. Comment surgissent les notions fondamentales de la géométrie projective. Etude comparée de deux types de structures géométriques: les structures affinées et projectives.

GEOMETRY — Study and Teaching

CROSS, ROBERT WALKER. *Student Achievement and Attitude in a Modern and a Traditional Grade Ten Geometry Program.* M.Ed. thesis, University of Manitoba, October, 1968. 182 pages. A secondary school modern geometry program was compared to a traditional geometry program.

HALL, WILLIAM EDWARD. *An Investigation to Determine the Effects of Teaching Elementary Logic to Tenth-Grade Geometry Students.* M.A. (Educ.) thesis, University of British Columbia, fall, 1968.

MacLEAN, CHARLES FAIRBANKS. *An Investigation into the Use of Physical Devices in Teaching a Unit of Geometry.* M.A. (Educ.) thesis, University of British Columbia, fall, 1968.

GOALS

BRYANS, DAVID GARTH. *A Study of Some Environmental Influences on the Level of Educational Aspiration of Urban Grade Nine Students.* M.Ed. thesis, University of Alberta, April, 1969. 78 pages. Significant predictors of this level of aspiration were found to be socio-economic status, sex, perceived success and the socio-economic composition of the school attended.

ETHERIDGE, KENNETH C. *Personal Situational and Socio-Cultural Factors Associated with Educational Wishes and Expectations of High School Students.* M.A. thesis, Faculty of Graduate Studies and Research, McGill University, July, 1968. 163 pages. A study of the relationship between means available for college education and adolescent attitudes to and plans for higher education.

PEDERSON, EIGIL D. *Educational Aspirations of Working-Class Boys.* Staff study, Faculty of Education, McGill University. 22 pages. An analysis of data from 378 working class boys shows that, while both factors are important, the academic self-concept is more important than parental pressure in the level of educational aspiration.

GRADING AND MARKING

CARLSON, JAMES EUGENE. *Effects of Differential Weighting on the Inter-Reader Reliability of Essay Grades.* Ph.D. thesis, University of Alberta, August, 1968. 127 pages. Procedures suggested by Creager and Gilford for weighting part-scores in essay examinations were examined. While the resulting scores for both methods had lower inter-marking reliability, it was argued that the weighted scores were a more valid procedure of testing composition skills.

CONWAY, C. B. *Teachers' Letter-Grades vs. Departmental Examination Results, June, 1966.* Research and Standards Branch, B.C. Department of Education, 1968. 26 pages. This study shows that teachers of most university entrance subjects rate A and B students quite well but greatly over-rate the students who obtain scaled scores equivalent to C-, D or E on the Departmental examinations.

CONWAY, C. B. and ROBERT C. MAY. *A Comparison of Marks Assigned by Schools with Fail Rates and Scaled Scores on Examinations, June, 1968.* Research and Standards Branch, B.C. Department of Education, May, 1969. 27 pages. Teachers assigning "percentage" marks in grade 12 subjects give very few below 50, in comparison with examination scales. High correlations within classes (accurate ranking) produce low correlations when they are combined because of the variability of teachers' standards. Variance of the differences has been calculated for ten subjects in each of about 500 public accredited, non-accredited and private schools. (Circulation restricted).

DILLING, H. J. and J. D. TOOGOOD. *Relationship between Standardized Test Results and School Marks for Grade 12 and Grade 13 Students.* Scarborough Board of Education, May, 1969. 21 pages. 27 pages. An attempt to determine the predictive validity of different standardized tests.

PYSH, F. *The Effect of Confidence Scoring on Test Reliability.* Staff study, University of Calgary. Various confidence scoring schemes will be examined for their effect on reliability of tests composed of T - F items.

GRADUATE STUDENTS — Science

BLAKE, VICTOR ROBERT. *Personality Traits Differentiating Graduate Science Students and Future Science Teachers.* Staff study, Dalhousie University. 10 pages.

GRADUATE WORK IN EDUCATION — Evaluation

DUPUIS, J. R. PHILIPPE. *A Study of the Rate of Return on Investment in Graduate Studies in Educational Administration.* Ph.D. thesis, University of Alberta, October, 1968. 202 pages.

GRADUATES — High School

CANADIAN EDUCATION ASSOCIATION, INFORMATION DIVISION. *Requirements for Secondary School Leaving Certificates, Admission to University and Admission to Teacher Training.* Revised May, 1969. 44 pages. A province-by-province summary of regulations in all courses for school leaving and for admission to university and teacher training.

HAMILTON, MARY KATHLEEN. *A Follow-Up Study of the Grade Twelve Graduates of the Academic Year, 1964-1965.* M.Ed. thesis, University of Manitoba, May, 1969. The purpose of the study was to determine whether or not graduates of the University Entrance Course entered employment or continued their education. The types of employment or continued education were categorized and student selection of institutions was analyzed in terms of selected student characteristics.

GRANTS-IN-AID

CASPER, THOMAS ART. *A Comparison of Two Systems of Grants-in-Aid to Education in Three Saskatchewan School Units.* M.Ed. thesis, University of Saskatchewan, Saskatoon Campus, November, 1968.

GUIDANCE

BOOTH, SISTER SHIRLEY. *Evaluation of Guidance and Counselling Awareness of Students and Faculty in one Ontario H.S. for Girls.* M.A. thesis, St. Francis Xavier University, May, 1969. 153 pages. By means of a teacher and student inventory an attempt was made to assess the faculty and student awareness of guidance counselling in the school.

CHECKLEY, STANLEY MENO. *Development of the Existing Guidance Services and a Proposed Model for Guidance Services at the Northern Alberta Institute of Technology, Edmonton, Alberta.* M.Ed. thesis, University of Saskatchewan, Saskatoon Campus, May, 1969.

MacNEIL, JEREMIAH. *A Study of the Guidance Program in N.S. — 1966-67.* M.A. Thesis, St. Francis Xavier University, May, 1969. 61 pages. The study explored two major areas: (a) characteristics of the guidance program within the school and (b) activities and attitudes of counsellors involved in these programs.

ORN, DONA D. ELROY. *An Analysis of the Role of the Alberta Guidance Clinic in Edmonton.* M.Ed. thesis, University of Alberta, October, 1968. 156 pages. Role perceptions of Alberta Guidance Clinic workers and those who refer clients were contrasted. The analysis examined disparities in the perceptions of clinic personnel and those who refer clients.

GUIDANCE TEACHERS

THOMPSON, SHEILAH DOREEN. *Some Personality Characteristics of Student Teachers of Guidance.* Ed.D. thesis, University of British Columbia, fall, 1968.

HANDWRITING

ORLICK, GORDON. *Teachers' Rating of Legibility in Handwriting.* Department of Elementary Education, University of Alberta, May, 1968. The purpose of the study is to determine which factors of letter formation, spacing, slant and legibility are the best predictors of teachers' rating of children's handwriting and to investigate the relationship between legibility and the internal elements of letter formation, spacing and slant.

HIGH SCHOOLS — Standards

ALBERT, JACQUES GUILDO. *Les Standards d'une Ecole Polyvalente de 1000 Etudiants et les Exigences du Nouveau-Brunswick.* Thèse, M.A. Ed., Université de Moncton, mai, 1969. 116 pages. Le but de l'étude était de procurer pour le Nouveau-Brunswick des standards normaux pour la construction d'une école polyvalente pouvant loger 1000 étudiants.

HIGHER EDUCATION

BOULET, PIERRE. *Survey of Higher Education: Part II, Degrees, Staff and Summary 1965-66; 1966-67.* Higher Education Section, Education Division, D.B.S., Ottawa, January, 1969. 61 pages. A bilingual publication covering enrolments, residences of students, Canadians studying abroad, students from abroad, degrees awarded, staff salaries and university finance.

BOULET, PIERRE. *Survey of Higher Education: Part II, Degrees, Staff and Summary, 1967-68.* Higher Education Section, Education Division, D.B.S., Ottawa, May, 1969. 63 pages. A bilingual publication covering enrolments, residences of students, Canadians studying abroad, students from abroad, degrees awarded, staff salaries and university finance.

ETHERIDGE, KENNETH C. *Personal Situational and Socio-Cultural Factors Associated with Educational Wishes and Expectations of High School Students.* M.A. thesis, Faculty of Graduate Studies and Research, McGill University, July, 1968. 163 pages. A study of the Relationship between means available for college education and adolescent attitudes to and plans for higher education.

HISTORY — Study and Teaching

HOLT, WALTER HERBERT. *Pupil Identification of the Scope of History Through the Use of Selections from Historical Writings.* M.Ed. thesis, University of Calgary, 1968.

RODUNSKY, SIDNEY. *Change in Critical Thinking Scores Effected by a Fenton Inquiry Sequence.* M.Ed. thesis, University of Calgary, 1969. 105 pages. The study attempts to determine the effects of *An Introduction to the Study of History*, a unit of 5 lessons prepared by Edwin Fenton, on the development of students' critical thinking ability.

HOME ECONOMICS EDUCATION

ANDERSON, A. F. and J. B. WIMBS. *Home Economics.* School Planning and Building Research Section, Ontario Department of Education, 1968. 16 pages.

FERRIES, JUNE-ANNE. *An Investigation of the Home Economics Program for Girls in the Terminal Course & Implications for Improving Home Economics Programs for Slow Learners.* M.Ed. thesis, University of Manitoba, May, 1969. A follow-up study of the classes of girls who had been enrolled for the home economics course in the terminal program. The purpose was to solicit opinions about the usefulness of the subject matter in view of their experiences subsequent to completion of the course.

GOEDICKE, BARBARA E. *Case Study of a Home Eonomics Department in a Composite High School: a Social Systems Approach.* M.Ed. thesis, University of Alberta, November, 1968. 177 pages. The study describes and analyzes certain fabrics and dress classes from a social systems point of view. Charles P. Loomis' Processually Articulated Structural Model was employed as the frame of reference.

ILLITERACY

BERRY, MABEL, VIVIAN. *The Functionally Illiterate Adult: Some Elements of an Instructional Program to Meet His Needs.* M.A. (Educ.) thesis, University of British Columbia, fall, 1968.

IMMIGRANTS IN CANADA — Education

McLEOD, NORMAN R. *Need, Culture and Curriculum: Educating Immigrants and Ethnic Minorities (A Survey of Literature).* Research Department, the Board of Education for the City of Toronto, October, 1968. 90 pages. An extensive literature review which focuses on materials of interest and relevance to educators.

MOWAT, SUSANNE. *Reception Areas of Non-English Speaking Pupils: An Extension of Cost Analysis Data.* Research Department, The Board of Education for the City of Toronto, May, 1969. 13 pages. A series of maps indicates the primary areas to which non-English speaking immigrants with school-aged pupils tend to go.

QUINN, GEORGE WILLIAM. *Impact of European Immigration upon the Elementary Schools of Central Toronto, 1815-1915.* M.A. thesis, Ontario Institute for Studies in Education, October, 1968. 120 pages. This study is confined to a century of relatively unhampered, large-scale immigration into Canada from Europe between 1815-1915. Changes in the elementary system in central Toronto as a result of this immigration have been examined.

RAMSEY, CRAIG and EDGAR WRIGHT. *The Raven Progressive Matrices: A Review of Literature Relating to Its Selection for Use in the New Canadian Study.* Research Department, The Board of Education for the City of Toronto, December, 1968. 36 pages. A review of literature which indicates the relevancy of the Raven Progressive Matrices to testing people for whom English is not the first language.

RAMSEY, CRAIG and EDGAR N. WRIGHT. *Students of Non-Canadian Origin: A Descriptive Report of Students in Toronto Schools.* Research Department, The Board of Education for the City of Toronto, January, 1969. 74 pages. Demographic information with special reference to immigrants is provided: this material is a background to analyses of test scores obtained by these students as part of a large-scale study of immigrants.

INDEPENDENT STUDY

FLEMING, DONALD G. *Independent Study Project: an Experiment in Self-Directed Study.* York County Board of Education, May, 1969. 14 pages. An evaluation of the second year of operation of Richmond Hill High School's independent study project (second report of a series).

PALMER, JUDITH A. and ALBERT E. VIRGIN. *Independent Study at Nelson A. Boylen S.S.* Board of Education for the Borough of North York, June, 1969. 25 pages. Analysis of data collected from students on an independent study program.

VIRGIN, ALBERT E. *Excerpts From Students' Diaries Regarding an Independent Program.* Board of Education for the Borough of North York, November, 1968. 12 pages. Students were asked to record events relating to their role in an independent study program.

VIRGIN, ALBERT E. *Excerpts From Students' Diaries Regarding an Independent Program.* Board of Education for the Borough of North York, February, 1969. 5 pages. Students were asked to record events relating to their role in an independent study program.

INDIANS, CANADIAN

CARSWELL, RONALD. *The Ability of Kindergarten and Grade One Indian Children to Use Senesh Economic Materials.* Staff study, University of Calgary. The purpose of this study was to determine the ability of kindergarten and grade one Indian children to use meaningfully the Senesh economic materials.

FRASER, WILLIAM DONALD. *Mental Abilities of British Columbia Indian Children.* M.A. (Educ.) thesis, University of British Columbia, May, 1969.

FRIESEN, JOHN W. and LOUISE C. LYON. *Cultural Change and Education: A Study of Indian and Non-Indian Views in Southern Alberta.* Staff study, University of Calgary. 150 pages. The methodology employed was depth interview including both Indian respondents (from reservations in the vicinity of Calgary) and non-Indian respondents involved with Indian life in some way.

INDIANS, CANADIAN — Education

BULLEN, EDWARD LESTER. *An Historical Study of the Education of the Indians of Teslin, Yukon Territory.* M.Ed. thesis, University of Alberta, November, 1968. 252 pages. The purpose of this study, through historical and anthropological approaches and field work, was to gain a perspective which may be helpful in considering the probable future educational needs and desires of Teslin Indians and other Indians throughout the Yukon.

BURCHFIELD, D., C. GALLOWAY and N. MICKELSON. *Orientation, Pre-School and Pre-Kindergarten Summer Program for Indian Children.* Educational Research Institute of British Columbia, July, 1968. 47 pages. Developmental study with reference to the relationship between social class and race and language and thought.

CARR, KEVIN JAMES. *Education in Early Blackfoot Indian Culture.* M.Ed. thesis, University of Alberta, November, 1968. 254 pages. This study examines the cultural history of the Blackfoot Indians with special reference to their primitive modes of educating the young and draws out implications for present day Indian education.

GALLOWAY, C. G. and W. L. PHILION. *Indian Children and the Reading Program.* Staff study, University of Victoria. 13 pages. Formulation of a language arts program is based on the model for direct observation and test - item analysis.

GORDON, JAMES R. *Comparison of Residential and Integrated Indian Children in Listening, Reading and Vocabulary.* Staff study, University of Saskatchewan, Regina Campus. 20 pages. A comparison of the listening, reading comprehension and vocabulary grade levels of residential Indian children with integrated Indian and non-Indian children.

GORDON, JAMES ROSCOE. *A Diagnostic Study of Reading Status in Indian Residential Schools.* Staff study, University of Saskatchewan, Regina Campus. 43 pages. An analysis in detail of the reading status of the pupils in two Indian residential schools in an attempt to determine the strengths and weaknesses of the present program.

IRWIN, JOAN MARIE. *An Analysis of the Miscues in the Oral Reading of Indian Children in Selected Grades.* M.Ed. thesis, University of Calgary, 1969. 218 pages. The study investigated the miscues in oral reading of 25 randomly selected subjects from each of grades 2, 4 and 6 in four schools operated by the Department of Indian Affairs and Northern Development, Indian Affairs Branch, in Southern Alberta.

PETER, KARL. *Educational and Economic Facilities Available to Indians.* Study conducted at Simon Fraser University. The study is concerned with the educational and economic facilities available to Indians and their effectiveness in facilitating Indian development.

SACHER, JERRY L. *A Study of the Effects of Environment on Indian Students' Attitudes.* M.Ed. thesis, University of Alberta, July, 1968. This study was designed to compare selected attitudes of Indian student groups living in various environmental situations in Southern Alberta with non-Indian students.

SCHALM, PHILIP. *School Administrators' Perceptions of Problems Arising from the Integration of Indian and Non-Indian Children in Publicly Supported Schools in Saskatchewan.* M.Ed. thesis, University of Saskatchewan, Saskatoon Campus, November, 1968.

INDIVIDUAL AND SEX DIFFERENCES

BRAY, RUTH MARIE. *An Examination and Revision of the Brown "It Scale for Children".* M.A. thesis, Ontario Institute for Studies in Education, May, 1969. 67 pages. Sexual identification in young children — its measurement and relationship to areas which might affect school and social adjustment. It was found that a revision of the ITSC does change the sex-linked patterns of the results.

INDUSTRIAL ARTS EDUCATION

ANDERSEN, A. F., S. T. ORLOWSKI and MARINA PAIN. *Industrial Arts for Elementary and Secondary Schools.* School Planning and Building and Research Section, Ontario Department of Education, 1969. 16 pages.

INFANTS

HENNINGER, POLLY JOHNSON. *Infant Problem Solving.* M.A. thesis, Ontario Institute for Studies in Education, June, 1969. 179 pages. Earlier studies had concluded that infants were incapable of solving a problem because they did not perceive one solution as being better than another or forgot the goal while striving to get it. The hypothesis tested in this study was that, if a task were broken into components that infants could master, they could be taught to solve the original problem. Paper based on this research was presented to the Ontario Psychological Association, Feb. 7, 1969.

INFORMATION STORAGE AND RETRIEVAL SYSTEMS

ANDERSON, JOHN ALEXANDER. *An Ontario Secondary School Student Information System.* M.A. thesis, Ontario Institute for Studies in Education, November, 1968. 144 pages. The computer system designed relates all relevant data on a student, groups of students, or teachers to provide all concerned with student progress with required information at the time when the user would find it of value.

NISSEN, DONALD. *A Survey of Educational Data Practices of a Medium-Sized School District.* M.Ed. thesis, University of Alberta, April, 1969. 105 pages.

INTELLIGENCE

BOERSMA, FREDERIC J. and K. G. O'BRYAN. *An Investigation of the Relationship Between Creativity and Intelligence Under Two Conditions of Testing.* Staff study, University of Alberta. Published 1968, *Journal of Personality*, Vol. 36, pages 241-248.

FRASER, WILLIAM DONALD. *Mental Abilities of British Columbia Indian Children.* M.A. (Educ.) thesis, University of British Columbia, May, 1969.

SWARTZ, FAYE MARLENE. *IQ, Divergent Thinking Ability and School Achievement in Tenth Grade Boys.* M.A. thesis, Ontario Institute for Studies in Education, November, 1968. 119 pages. IQ and divergent thinking ability, as they relate to one another and to school achievement, are examined.

INTELLIGENCE — Tests

LEGER, RENE L. *Mesure Verbale et Non Verbale d'Intelligence Comme Moyen de Prediction du Rendement Scolaire dans un Milieu Bilingue.* Thèse M.A. Ps.O., Université de Moncton, mai, 1969. 73 pages. An investigation of the comparative value of a verbal test and non verbal test of intelligence in relation to the prediction of school achievement in a bilingual, French-English population.

INTELLIGENCE LEVELS

VERNON, PHILIP E. *Intelligence and Cultural Environment.* Staff study, University of Calgary. 264 pages. A survey of literature on environmental influences on intellectual development and a report of comparative studies in several underdeveloped culture groups. Published, Methuen Publications, London, 1969.

INTERNATIONAL CO-OPERATION

ANTWI, MOSES KUMA. *Canadian University Service Overseas: An Evaluation of the Voluntary Programme in Ghana.* M.A. thesis, Faculty of Education, Macdonald College of McGill University, June, 1969.

ZACHARIAH, MATHEW. *Educational Aid: a Bibliographic Essay and a Plea For New Lines of Inquiry.* Staff study, University of Calgary. 30 pages. Paper read at the Third (1969) Annual Meeting of the Comparative and International Education Society of Canada at York University, Toronto, June 4, 1969.

ZACHARIAH, MATHEW. *An Illustrative Bibliography on International Educational Assistance with Special Reference to American Educational Aid to India 1950-1967.* Staff study, University of Calgary. 19 pages.

JUNIOR COLLEGES (ALBERTA) — Finance

ATHERTON, PETER JOHN. *Alberta Junior College Cost Studies.* Staff study, University of Alberta. Pt. I, 94 pages; Pt. 2, 30 pages. An analysis of operational cost of two junior colleges in Alberta identifying cost per student by program and facility.

KINDERGARTEN

CONWAY, C. B. et al. *A Study of Kindergarten and Non-Kindergarten Children in the Primary Grades.* Educational Research Institute of B.C., Vancouver, January, 1968. 48 pages. A "blind" study of 22,298 children in grades 1 to 3 was conducted in regard to report card ratings and adaptation to school and, in one city, K.-A. intelligence and achievement pupils were later classified as to attendance at public, private and non-kindergarten, and in three mental age groups. Tremendous sex differences were noted and an interesting decline in the adaptation of those who had attended private kindergarten.

CORBETT BARBARA ELIZABETH. *The Public School Kindergarten in Ontario, 1883 to 1967.* Ed.D. thesis, Ontario Institute for Studies in Education, June, 1969. 277 pages. The sub-title of the thesis gives a further indication of its contents: "A Study of the Froebelian Origins, History and Educational Theory and Practice of the Kindergarten in Ontario". Both historical and philosophical research were involved.

LANGUAGE AND LANGUAGES — Second Language Learning

GORDON, KARL ASTON. *Visual Conditioners of Oral Response: A Psycholinguistic Approach to the Testing of Second Language Learning.* M.Ed. thesis, Department of Elementary Education, University of Alberta, November, 1968. 188 pages. The testing of oral competence in a foreign language by visual methods.

LANGUAGE AND LANGUAGES — Study and Teaching

RUZYCKI, M. M. *Open Court Correlated Language Arts Program.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. A study to determine the value and effect of using Open Court Correlated Language Arts Program with a class of first and third grade pupils.

SENNAT, FRANCES ALLISON. *Experimental Language Units for Grade Four.* M.Ed. thesis, Department of Elementary Education, University of Alberta, October, 1968. Improving fourth grade children's oral and written language by means of structured sequential learning experiences in substitution and expansion of nominals.

WRIGHT, GRACE ALBERT. *Models of Language Teaching and the Teaching of English in Jamaica.* M.A. thesis, Ontario Institute for Studies in Education, February, 1969. 144 pages.

LEARNING, PSYCHOLOGY OF

ANDERSON, GARY J. *Effects of Classroom Social Climate on Individual Learning.* Ed.D. thesis, McGill University (study done at Harvard), October, 1968. 133 pages. Classroom social climate scores were related to 4 measures of learning using generalized regression analysis.

GAITE, ANDREW JOHN HAYNE. *A Study of Retroactive Inhibition and Facilitation in Meaningful Verbal Learning.* Ph.D. thesis, Ontario Institute for Studies in Education, November, 1968. 126 pages. Results show that in meaningful verbal learning the interpolation between an original learning task and a post-test of a similar but conflicting task produces neither interference nor facilitation. The results are explained in terms of counterbalancing factors.

GLYNN, EDWARD LEWIS. *Self-Determined and Externally Determined Token Reinforcement Schedules in Classroom Learning.* Ph.D. thesis, Ontario Institute for Studies in Education, June, 1969. 119 pages. The major purpose of this study was to compare the effectiveness of externally determined and self-determined token reinforcement for scholastic learning in a regular classroom situation. A second purpose was to examine the effects of withdrawal of tokens following the self-determined and externally determined reinforcement procedures. A third purpose was to see to what extent prior reinforcement experiences influence the amount of subsequent self-determined reinforcement.

LEASK, ISABEL CAMPBELL. *The Effectiveness of Simple Enumeration as a Strategy for Discovery.* M.A. (Educ.) thesis, University of British Columbia, fall, 1968.

SCHWARTZ, GERALDINE. *An Exploratory Study Concerning the Prerequisites for Learning in Literature.* M.A. thesis, McGill University, June, 1969. 143 pages. Using Gagné's research as a model, this study attempts to relate the presence or absence of a concept in pupils' cognitive structure to their analysis of a literary selection.

SMITH, HOWARD ASHLEY. *Effects of Situational Arousal on Paired-Associate Learning.* M.A. thesis, Ontario Institute for Studies in Education, June, 1969. 62 pages. The purpose of the study is to examine the effects on learning of various levels of arousal. (Arousal was varied by administering different levels of white noise).

SODHI, SURENDER SINGH. *Rigidity and Set in Second Language Acquisition.* Ph.D. thesis, University of Alberta, June, 1968. 93 pages. The hypothesis that good and poor second language learners differ on measures of flexibility, set fixation and extinction and orientation to the study of a second language was examined.

TOUGH, ALLEN M. *Why an Adult Begins, Continues, and Stops a Learning Project.* Staff study, Department of Adult Education, Ontario Institute for Studies in Education. 65 pages. This study investigates the various positive and negative psychological factors that encourage or discourage an adult's desire to learn.

LIBRARIES, SCHOOL

ANDERSEN, A. F. and S. T. ORLOWSKI. *Library Resource Centres for Elementary Schools.* School Planning and Building Research Section, Ontario Department of Education, 1968. 19 pages.

LIBRARIES, SECONDARY SCHOOL

HERRING, WALTER A. *French Language Resources and the Secondary School Library.* M.A. thesis, University of British Columbia, June, 1969. 101 pages. A survey of the present relationship between secondary school French teaching and school libraries, with recommendations for the future growth of libraries offering independent French language study facilities.

NORDIN, A. LOUISE. *High School Teachers' Attitudes Towards the School Library.* M.Ed. thesis, University of Alberta, October, 1968. 191 pages. The study determines what attitudes senior high school teachers hold towards the place of the school library in the total school program.

LITERATURE — Study and Teaching

COBURN, MARJORIE ALICE. *A Historical Perspective for a Literature Curriculum.* M.A. (Educ.) thesis, University of British Columbia, fall, 1968.

SCHWARTZ, GERALDINE. *An Exploratory Study Concerning the Prerequisites for Learning in Literature.* M.A. thesis, McGill University, June, 1969. 143 pages. Using Gagné's research as a model, this study attempts to relate the presence or absence of a concept in pupils' cognitive structure to their analysis of a literary selection.

MANPOWER

BUTORAC, J. and C. WATSON. *Qualified Manpower in Ontario.* Staff study, Department of Educational Planning, Ontario Institute for Studies in Education. Vol. I: 370 pages; Vol. II: 40 pages. Since the demand for qualified manpower depends on the expansion of the economy, this study is concerned with the growth of population, labour force and the economy, and, within this broad frame, attempts to estimate changes in the demand for qualified manpower in various professional, technical and skilled occupations over a time span of twenty-five years (1961-1986). Published, Vol. I: *Determination and Projection of Basic Stocks;* Vol. II: *Supply and Demand Relations.*

MATHEMATICS

ELLIOTT, MURRAY. *Ideology and School Mathematics: Reply to C. P. Ormell.* Staff study, McArthur College of Education, Queen's University. 9 pages. The Philosophy of Education Society of Great Britain, *Proceedings of the Annual Conference, January, 1969,* 3, pages 55-64.

GORRIE, RALPH A. *A Comparison of Two Problem Solving Approaches in Grade Eight Mathematics.* M.Ed. thesis, University of Alberta, May, 1969.

JOHNSTON, ROSS J. *The Mathematizing Mode.* M.Ed. thesis, University of Alberta, August, 1968. 130 pages.

MALIN, ERIC. *Methodology in Secondary School Mathematics.* M.Ed. thesis, Faculty of Education, Macdonald College of McGill University, October, 1968.

MATHEMATICS — Achievement

BIGGS, MARJORIE DUDLEY. *The Development of a Predictive Test for Mathematical Success.* M.A. (Educ.) thesis, University of British Columbia, May, 1969.

FUTCHER, W. G. A. and S. NISHISATO. *A Study of a Modification and Extension of Multiple Choice Items Applied to the Testing of Achievement in Mathematics.* Ph.D. thesis (W. G. A. Futcher) and staff study, Ontario Institute for Studies in Education, June, 1969. Thesis complete, 287 pages, *Scoring for Partial Knowledge in Mathematics Testing: A Study of a Modification and an Extension of Multiple-Choice Items Applied to the Testing of Achievement in Mathematics;* other reports in preparation. This study will compare various "response weighting" methods, a new "fourfold multiple choice" method (both of which make allowance for "partial information" in scoring mathematics tests), and the conventional "number correct" scoring method with respect to reliability, validity, discrimination between individuals and prognostic value in testing mathematics achievement.

MATHEMATICS — Study and Teaching

ANNESLEY, D. W. *Junior High School Mathematics Students — Use of APL 1500.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. An attempt to provide an enrichment program (materials) for students in the academic option named Mathematics Extension (i.e. use of the 1500 computer at the University of Alberta).

CLEVELAND, RAYMOND. *Secondary School Mathematics Curriculum Improvement Study.* Staff study, University of Calgary. This study involves group research sponsored by the U.S. Office of Education and the preparation and field trials of curriculum in mathematics aimed at the top 10% of the mathematical aptitude spectrum. Reports on related research may be obtained from Dr. Howard Fehr, SSMCIS, Teachers' College, Columbia University.

DAWSON, ALEXANDER JAMES. *The Implications of the Work of Popper, Polya and Lakatos for a Model of Mathematics Instruction.* Ph.D. thesis, University of Alberta, November, 1969. 260 pages. A model for instruction in mathematics was developed based on the philosophical basis created by synthesizing the positions of Popper, Polya and Lakatos.

DUBLENKO, D. M. *The Effectiveness of the Laboratory Approach in Math for Low Achievers.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. An attempt to improve instruction of math, by a series of math topics in measurement (area and volume) built on a laboratory approach, for students at lower achievement levels.

KLATT, EDWARD. *Intuitive Thinking in the Mathematics Classroom.* M.Ed. thesis, University of Alberta, July, 1968. 123 pages. The purpose of the study was to design an instrument with which one will be able to rank order classrooms on the basis of the extent to which they make use of intuitive thinking during mathematics lessons.

JOHNSON, MORGAN L. *A Study of the Relationship Between Selected Activities for Teacher Preparation and Student Achievement in Grade Nine Mathematics.* M.Ed. thesis, University of Calgary, 1968. 109 pages. A selected group of Alberta teachers of grade nine mathematics, using *Seeing Through Mathematics III* as the primary text, were surveyed to determine those activities most significantly related to competence.

SWEENEY, JOHN ROLAND. *A Comparative Study of the Use of the Cuisenaire Method and Materials and a Non-Cuisenaire Approach and Materials in a Grade One Mathematics Program.* M.Ed. thesis, Ontario Institute for Studies in Education, June, 1969. Using a common, advanced grade one mathematics program, six grade 1 classes were taught exclusively with Cuisenaire materials and six with more traditional materials. All twelve classes were given identical tests in February, April and June and the mean scores of the classes were compared.

MATHEMATICS — Tests

HORN, D. *Grade 7 and 8 Mathematics Test Item Pool.* Staff study, Department of Measurement and Evaluation, Ontario Institute for Studies in Education. 5 booklets, total of 170 pages. To provide for individual differences and flexibility of curriculum, a group of sample multiple choice test items for seventh and eighth grade mathematics, published as a service to teachers throughout the province.

MATHEMATICS TEACHERS

NELSON, DONALD OLIVER. *A Survey of Selected Characteristics of Alberta Mathematics Teachers.* M.Ed. thesis, University of Calgary, 1969. 103 pages. By means of questionnaires sent to a random selection of schools, this study surveyed selected characteristics of Alberta mathematics teachers, such as their background in math, preparation to teach the modern math, intention to take further math courses and others.

MEDICAL RESEARCH

FIDZGERALD, DONALD and W. H. KITCHEN. *The Influence of Maternal Ethnic Origin and Pregnancy Complications on Birth Weight.* Staff study, University of Alberta. Published 1969, *Australian Paediatrics Journal.*

MEMORY

CROSBIE, DIANA MARGARET. *The Effect of Organization, Both Grouping and Superordinate Classification, on the Development of Memory in Young Children.* M.A. thesis, Ontario Institute for Studies in Education, June, 1969. 73 pages. This study involved an examination of the effects on memory of the development of the ability to organize information into superordinate categories.

RODGERS, DENIS CYRIL. *An Investigation of the Auditory Memory Abilities of Grade 2 Retarded-Underachieving Readers and Competent-Achieving Readers Under Conditions of Reinforcement and Non-Reinforcement.* Ph.D. thesis, Ontario Institute for Studies in Education, June, 1969. 152 pages. The study was concerned with retarded-underachieving readers (i.e. children reading below both grade norm and their capacity), and with the possible relationship of auditory memory to their reading failure.

MICRO-TEACHING

HILDEBRAND, JOHN. *Pilot Study in Micro-Teaching.* Teachers' College, Fredericton, N.B., May, 1969. The use of micro-teaching method in connection with practice teaching.

MINORITIES — Education

McLEOD, NORMAN R. *Need, Culture and Curriculum: Educating Immigrants and Ethnic Minorities (A Survey of Literature).* Research Department, The Board of Education for the City of Toronto, October, 1968. 90 pages. An extensive literature review which focuses on materials of interest and relevance to educators.

MORAL EDUCATION

KAZEPIDES, A. C. *What is the Paradox of Moral Education?* Staff study, Simon Fraser University. 14 pages.

MUSIC EDUCATION

BRADLEY, IAN LEONARD. *A Study of the Effects of a Specially Designed Listening Program in Contemporary Art Music upon the Expressed Musical Preferences of Grade Seven Students.* Ed.D. thesis, University of British Columbia, May, 1969.

SANDVOSS, JOACHIM. *A Study of the Musical Preferences, Interests and Activities of Parents as Factors in Their Attitude toward the Musical Education of Their Children.* Ed.D. thesis, University of British Columbia, May, 1969.

NEGROES — Education

THOMSON, COLIN ARGYLE. *The Historical and Social Background to Nova Scotian Negro Education.* M.Ed. thesis, University of Saskatchewan, Saskatoon Campus, November, 1968.

NURSES AND NURSING

GROGIN, ESTHER RUTH. *A Comparative Study of the Effect of Group-Centered and Leader-Centered Methods on the Personal Growth of Freshman Nursing Students.* M.Ed. thesis, University of Saskatchewan, Saskatoon Campus, November, 1968.

MACDONALD, JOAN CATHERINE. *An Investigation of Role Concepts and Role Conflicts Related to the General Staff Nurse Position in Hospitals.* M.A. thesis, Ontario Institute for Studies in Education, November, 1968. 88 pages. The high turnover rate of registered nurses employed at the general staff level is studied in terms of role conflict.

NURSES AND NURSING — Education

ALLEN, DALE EDWIN. *A Comparison between Television Instruction and Conventional Methods in Teaching Medical Isolation-Gown Procedure: an Experimental Study.* M.Ed. thesis, University of New Brunswick, May, 1969. 47 pages. An attempt to determine whether television is a feasible method of presenting certain nursing procedures.

BUCKLAND, JEAN KIRSTINE. *An Institute as an Educational Experience in the Continuing Education of a Selected Population of Nurses.* M.A. (Educ.) thesis, University of British Columbia, May, 1969.

OCCUPATION, CHOICE OF

CAMERON, DONALD R. *A Design for Tapping Professional Choice.* Staff study, University of Alberta. Published 1969, *The New Horizon.*

HAGUE, WILLIAM. *Value Systems and Vocational Choice of the Priesthood.* Ph.D. thesis, University of Alberta, October, 1968. 104 pages. 80 priests, 80 seminarians and an adult and a university group were tested with 2 tests of values. Priests and seminarians proved to be similar in their value systems and markedly distinct from both groups of laymen.

HARVEY, E. *Patterns of Occupational Choice Among Grade Tens.* Staff study, Department of Educational Planning, Ontario Institute for Studies in Education. As a preliminary to a large scale study of attrition and internal movement within the physician's role and the implications of this for medical and paramedical training programs, various instruments for measuring occupational preference are evaluated in terms of a heterogeneous population of approximately 400 grade 10 students.

KREUTZ, NORMA BERTHA. *The Realizability of Vocational Plans of Grade Twelve Students in Alberta.* M.Ed. thesis, University of Alberta, October, 1968. 66 pages. A follow-up survey was made of students who had expressed career plans in an earlier study. A weak but significant relationship was found between the fulfillment of plans and 7 variables. Students in business education most frequently fulfilled their plans, followed by those in the vocational program, the matriculation program and the general program.

WHITESIDE, RONALD THOMAS. *Voational Choice Attitudes and Self-Esteem.* M.Ed. thesis, University of Alberta, April, 1969. Subjects in high school were tested with measures of self-esteem and occupational choice. Self-esteem was a significant factor in choice at the 10th grade level, but other factors proved more important at later grades.

ONTARIO SCHOOL TRUSTEES' COUNCIL — Seminars

HICKCOX, E. S. and T. H. WILLIAMS. *The 1967-68 Ontario School Trustees' Council Seminars: An Evaluation of Their Impact.* Staff study, Department of Educational Administration, Ontario Institute for Studies in Education. 58 pages.

PERCEPTION

ANDERSON, C. C. and ANDRE D. J. COTE. *Flexibility and Conservation Acceleration.* Staff study, University of Alberta. Published 1969, *American Educational Research Association Abstracts.*

CHALMERS, J. J. *Developing Perceptions of Low Ability Students.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. An attempt to use the camera to teach perception in relation to the communicative skills of writing and reading, and to get the students involved in preparing an audio-visual production in the form of a slide-tape set relevant to their school activities.

DYER, JEAN. *The Teaching and Assessment of Cognitive Structures Through Diagramatic Representation of Structures of Knowledge.* Staff study, University of Alberta. Ph.D. dissertation, University of Michigan, 1969, 312 pages.

FRIESEN, ELAINE CORNELIA. *Usefulness of the Marianne Frostig Developmental Test of Visual Perception and the Frostig Program for the Development of Visual Perception at the First Grade Level.* M.A. (Educ.) thesis, University of British Columbia, May, 1969.

KALLAL, SIGNE GERTRUDE. *Word and Meaning Retrieval in Grade One Reading.* M.Ed. thesis, Department of Elementary Education, University of Alberta, November, 1968. In this study of the ability of grade one children to retrieve words and their meanings from printed symbols the problem was related to theory of perception as an aspect of the word-recognition process.

LEFRANCOIS, GUY R. *A Treatment Hierarchy for the Acceleration of Conservation of Substance.* Staff study, University of Alberta. Published 1968, *Canadian Journal of Psychology*, Vol. 22, pages 277-284.

LEMAY, FERNAND et G.-EDWARD NJOCK. *Notion d'Etendue.* Etude effectuée par un membre du personnel et un étudiant, Université Laval. 24 pages. La notion d'étendue est déduite d'équivalences obtenues à partir de groupes de transformations.

PROKOPCZAK, LESTER. *Conservation and Phenomenal-Real Discrimination.* M.Ed. thesis, University of Alberta, February, 1969. 150 pages. This study investigated correlates between the attainment of conservation and phenomenal-real discrimination in primary school children. Hypotheses supported were that, on simple visual comparison, non-conservers were more susceptible in acknowledging unequality between objects of different shapes and that intensive training sessions with non-conservers could foster the acquisition of conservation.

SULLIVAN, E. V. *Inducing Conservation of Substance Through Different Degrees of Filmed Verbal Explanation While Varying the Number of Experimental Treatments and Time Intervals Between Post-Tests.* Staff study, Department of Applied Psychology, Ontario Institute for Studies in Education. This study proposes to explore the stability of conservation of substance response which has been induced by two film modelling procedures. Published 1969, *Journal of Genetic Psychology*, "Transition Problems in Conservation Research".

PERCEPTION — Research

COTE, ANDRE D. J. *Flexibility and Conservation Acceleration.* Ph.D. thesis, University of Alberta, September, 1968. 78 pages. The hypothesis that success in cognitive-conflict training directed toward accelerating the acquisition of conservation of substance is related to flexibility was supported.

GARDINER, GARETH SMITH. *Some Correlates of Cognitive Complexity.* M.Ed. thesis, University of Alberta, August, 1968. 115 pages. As a first step in establishing a test battery of cognitive complexity, a number of postulated measures were factor analyzed. Minor hypotheses that first born and religious subjects would exhibit cognitive simplicity were confirmed. Girls were more complex than boys.

O'BRYAN, KENNTH G. *Eye Movements: Their Relationship to the Development of Conservation of Length, Area and Continuous Quantity.* Ph.D. thesis, University of Alberta, January, 1969. 140 pages. 92 girls were tested on 4 Piagetian tasks presented on 16mm. film. The eye movements after stimulus transformation were recorded and relationships between attainment and eye movement patterns were tested. Results were interpreted in terms of theories stated by Piaget, Bruner and Wohlwill.

PERSONALITY

GOEDICKE, RITA. *The Relationship of Personality Variables to Academic Success.* M.Ed. thesis, University of Alberta, August, 1968. 82 pages. As a test of Eysenck's theories, the relationship of SCAT, academic success and extroversion and neuroticism were examined. Appredicted curvilinear was not sustained. Matriculation and non-matriculation students did not differ on the personality scales.

GORDON, MINITA ELMIRA. *A Study of the Relationships Between Selected Measures of Written Language and Certain Personality and Biographical Variables.* M.Ed. thesis, University of Calgary, April, 1969. 108 pages. Measures of syntactic complexity obtained from student essays were related by means of factor analysis of personality measures for the same students.

HERTZOG, R., JOHN HRITZUK and W. UNRUH. *Some Soviet Approaches to the Study of Personality.* Staff study, University of Calgary. 16 pages. Three major approaches to the study of personality are discussed.

JUANILLO, JOSEFINA. *Computer-Based Sentence Completion Interview for Personality Assessment.* M.Ed. thesis, University of Alberta, May, 1969. 139 pages. A sentence-completion instrument for assessment of personality was programmed for an IBM 1500 system. The feasibility of employing this approach for gathering data for counsellors was checked out.

STOREY, ARTHUR GEORGE. *Of Personality and Q-Technology.* Staff study, University of Calgary. 9 pages. This theoretical paper is based on results obtained from the Q-Tags Test of Personality.

STOREY, ARTHUR GEORGE. *Self Development of Adult Male Students in Relation to Success and Non-Success.* Staff study, University of Calgary. 8 pages. Q-tag scores were obtained on adult males who had experienced varying degrees of educational success in varying patterns of self development

TOMKO, TONY MIKE. *Personality Correlates of Home Disruption.* M.Ed. thesis, University of Alberta, March, 1969. 91 pages. It was hypothesized that adolescents from broken homes would differ on specific scales of the California Personality Inventory when background variables were controlled. It was found that the intact home group differed on scales of self control, socialization and good impression. Time of break-up was not a significant factor.

PERSONALITY — Tests

STOREY, ARTHUR GEORGE. *A Manual For: the Q-Tags Test of Personality.* Staff study, University of Calgary. 25 pages.

STOREY, ARTHUR GEORGE. *Q-Tags Test of Personality.* Staff study, University of Calgary. 12 pages. Various studies involving six personality factors resulted in the publication of the test used in them.

PHILOSOPHY, EDUCATIONAL

EASTWOOD, GORDON R. *Philosophical Methodology for Educators.* Staff study, Simon Fraser University. A text designed to assist students of philosophy of education to examine problems, effects and criteria for education.

KAZEPIDES, A. C. *The Role of Philosophical Analysis in Education.* Staff study, Simon Fraser University. 17 pages.

PHYSICAL EDUCATION

ABOUL-KAHIR, A., A. F. ANDERSEN and S. T. ORLOWSKI. *Physical Education for Elementary Schools.* School Planning and Building Research Section, Ontario Department of Education, 1969. 32 pages.

ARMSTRONG, D. C. and G. HALPERN. *Merivale Males and the CAHPER Tests.* Collegiate Institute Board of Ottawa, November, 1968. 9 pages. A comparison of grade 10 and grade 12 males with the norming sample for the CAHPER tests.

ARMSTRONG, D. C. and ROMA REID. *Attitudes Toward Physical Education and Physical Fitness and Exercise.* Collegiate Institute Board of Ottawa, June, 1969. 10 pages. As part of an ongoing physical fitness study, this report compared high school students classified by sex and program on their attitudes toward physical education and physical fitness and exercise.

BELL, ROBERT D. *Climbing Apparatus in the Development of Muscular Strength and Endurance of Fourth Grade Elementary School Boys and Girls.* Ph.D. thesis, University of Victoria, August, 1968. 187 pages. The purpose of the study was to investigate the use of climbing apparatus, directed and non-directed, in the development of muscular strength and endurance in fourth grade elementary school boys and girls.

BOUCHARD, C., R. CARRIER, P. GODBOUT et B. ROY. *Un test de VO_2 Maximum Par la Sélection des Candidats aux Etudes en Education Physique.* Etude effectuée par des membres du personnel; Université Laval. 20 pages. L'étude porte sur la durée du travail en vue de prédire la consommation maximale d'oxygène avec application à la sélection des candidats aux études en éducation physique.

GORGICHUK, F. *Weight Training — Phys. Ed.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. An attempt to offer weight training to students of low academic achievement.

MARTENS, FRED LEWIS. *The Relative Effectiveness of Physical Education Programs in Selected Private and Public Elementary Schools in Victoria, B.C.* Ph.D. thesis, University of Victoria, December, 1968. A comparison on the basis of fitness and attitude of a private school program and three modifications of public school programs of physical education for grade 4 boys.

PHYSICS — Study and Teaching

MUTCHMOR, RICHARD M. *The Suitability of Physical Science Study Committee Physics for Use in Manitoba Schools.* M.Ed. thesis, University of Manitoba, October, 1968. 60 pages.

PLANNING IN EDUCATION

LAMONTAGNE, CHARLES A. *The Parent Report: An Example of the Use of Comparative Education in Educational Planning.* M.A. thesis, Faculty of Education, Macdonald College of McGill University, June, 1969.

POLITICAL SCIENCE

GRONDIN, CONDE R. *A Descriptive Survey of Academic Preparation in Political Science in Relation to Selected Political Attitudes of Urban Secondary Social Studies Teachers of Alberta.* M.Ed. thesis, University of Alberta, December, 1968. 201 pages. The study investigates the scope of formal academic preparation in political science of secondary social studies teachers — the varying degrees of political cynicism, political alienation, sense of political efficacy and sense of citizen duty among these teachers as qualified by a battery of general political attitude tests.

PREDICTION OF SCHOLASTIC SUCCESS

CONKLIN, RODNEY CRAIG. *Prediction of Academic Success for Freshmen at the University of Calgary.* Staff study, University of Calgary. 21 pages. A selection of achievement, intellective and personality tests was administered to freshmen university students for the purpose of identifying variables related to first year success.

CONRAD, SYLVIA E. *Composite Prognostic Analysis of N.S. Standards Project in St. Andrew Rural High School.* M.A. thesis, St. Francis Xavier University, May, 1969. 78 pages. Test scores usually available were used to attempt to predict later educational performance. I.Q. was found to be the major contributor.

DILLING, H. J. and H. Y. HAYBALL. *Student Success in Grade 12 Make-Up Year.* Scarborough Board of Education, May, 1969. 21 pages. This study was designed to provide information on the success of a group of students who undertook a grade 12 make-up year before proceeding to grade 13, after a four-year program in secondary school. In addition, it attempted to isolate significant factors on which success can be predicted.

DILLING, H. J. and J. D. TOOGOOD. *Characteristics of Grade 12 Students as Predictors of Academic Success.* Scarborough Board of Education, July, 1968. 33 pages. The purpose of the study was to examine the characteristics of the first group of students to graduate under the new five- and four-year programs and to determine the relationship of certain variables to school progress of the students.

FLAHERTY, MARY JOSEPHINE. *The Prediction of College Level Academic Achievement in Adult Extension Students.* Ph.D. thesis, Ontario Institute for Studies in Education, November, 1968. 242 pages. The purpose of the study was to identify factors — cognitive and non-cognitive — that account for the common variance among 43 psychological and biographical measures on adult college students and to assess the relative importance of each factor for predicting academic achievement.

FROESE, FRANK JOHN. *Predictive Indices of Junior High School Test Scores with Respect to Academic Performance in Twelfth-Grade Subjects of the University Entrance Course.* M.Ed. thesis, University of Manitoba, May, 1969. The comparison of regression equations and mortality tables as methods of communicating predictions of academic success. Data based on a large Manitoba high school.

GOEDICKE, RITA. *The Relationship of Personality Variables to Academic Success.* M.Ed. thesis, University of Alberta, August, 1968. 82 pages. As a test of Eysenck's theories, the relationship of SCAT, academic success and extroversion and neuroticism were examined. Appredicated curvilinear was not sustained. Matriculation and non-matriculation students did not differ on the personality scales.

GORDON, JAMES R. *Listening, Attitude and Intelligence to Predict School Achievement.* Ed.D. thesis, Colorado State Colllege (staff members at University of Saskatchewan, Regina Campus), August, 1968. 72 pages. The purpose of this study was to determine how scores on a listening test, an attitude scale and tests of intelligence were related to academic achievement in high school.

IRVINE, JAMES WILLIAM. *Correlates of Grade One Achievement.* M.Ed. thesis, University of Alberta, October, 1968. 89 pages. From an original poll of 34 independent predictors, 16 were retained for further examination. The best single predictor of achievement was found to be the teachers' ratings although 9 other variables were predicted. Optimal combinations of predictors accounted for 41-49% of the variance in achievement.

KHAN, S. B. and D. ROBERTS. *The Affective (Attitudinal and Motivational) Correlates of Academic Achievement at the Junior High School Level.* Staff study, Department of Measurement and Evaluation, Ontario Institute for Studies in Education. 11 pages. To test the hypothesis that affective variables significantly increase the prediction of academic achievement over that which is realized by cognitive variables alone, a survey measuring academic attitudes together with measures of aptitude and achievement was administered to approx. 600 students at the beginning and end of grade 8. Roberts, D. and S. B. Khan. "Reliability, Validity and Growth Study at the Grade 8 Level of the *Dominion Learning Capacity Test, Canadian Academic Aptitude Test* and the *Dominion Group Achievement Tests.*" Test Development Paper No. 3, Paper 2. Toronto: OISE, 1968.

KUEFLER, MELVIN M. *High School Bookkeeping and Other Selected Factors as Predictors of Success in Elementary Accounting at the University of Alberta.* M.Ed. thesis, University of Alberta, October, 1968. 69 pages.

LEGER, RENE L. *Mesure Verbale et Non Verbale d'Intelligence Comme Moyen de Prediction du Rendement Scolaire dans un Milieu Bilingue.* Thèse M.A. Ps.O., Université de Moncton, mai, 1969. 73 pages. An investigation of the comparative value of a verbal test and non-verbal test of intelligence in relation to the prediction of school achievement in a bilingual, French-English, population.

PONDER, ARTHUR AUBREY. *The Value of the Spitzer Study Skills Test as a Predictor of Academic Achievement.* M.Ed. thesis, University of New Brunswick, October, 1968. 51 pages. The relationship between study skills and academic achievement.

PRESCHOOL EDUCATION

BISHOP, JAY K., G. ORLICK and J. F. A. PARRENTO. *Early Ventures in Learning.* Staff study, University of Alberta, 1969. 35 pages. The School Readiness Centre, Edmonton.

ROGERS, REX S. *The Effect of Having Previously Attended Junior Kindergarten on "Draw-A-Classroom" Test Scores Obtained in Senior Kindergarten.* Research Department, The Board of Education for the City of Toronto, October, 1968. 20 pages. An analysis of the differences in children's drawings of their classroom which could be attributed to attendance in junior kindergarten.

TARI, ANDOR JOSEPH. *Affect and Cognition in School Readiness: an Experimental Study in Compensatory Programs for the Disadvantaged Child.* M.Ed. thesis, University of Alberta, October, 1968. 96 pages. The effects of cognitive and affective pre-school programs designed to facilitate school readiness among disadvantaged children were examined using a test of achievement and social behaviour. No differences in the two treatments were identified.

PRINCIPALS

BIRCH, PETER, GEOFFREY. *The Headmaster in England and the Principal in Nova Scotia — A Comparative Study of Their Roles.* M.A. thesis, Dalhousie University, September, 1968. 219 pages. A study of the comparative roles, as seen by themselves, of the headmaster in England and the principal in Nova Scotia, based on 17 interviews with headmasters in England and 25 interviews with principals in Nova Scotia.

BURNHAM, BRIAN. *A Survey of Studies of the Role of the Principal in Facilitating Change in His School's Program.* York County Board of Education, April, 1969. 7 pages. A synopsis of selected studies published in Canada and the United States from 1959.

COLLETT, DAVID J. *The Role of the Assistant Principal in a Large Composite High School.* M.Ed. thesis, University of Alberta, April, 1969. 211 pages. An elucidation of the developing role of the assistant principal in a large composite high school.

EGNATOFF, JOHN GEORGE. *The Nature and Extent of Changes in the Conceptual and Functional Status of the Saskatchewan School Principal Between 1954 and 1965.* Ed.D. thesis, Ontario Institute for Studies in Education, November, 1968. 517 pages. The study was concerned with the changing perceptions of the principalship in Saskatchewan from 1954 to 1965 on the part of teachers, school board chairmen and principals themselves.

HALPERN, G. and H. L. WILLIS. *Relationships Among Applicant Ratings.* Collegiate Institute Board of Ottawa, September, 1968. 10 pages. Applicants for a Secondary School Principal's Course were rated by teams of variable status raters.

LUDLOW, WAYNE EVERETT. *The Administrative Performance of Elementary Principals in the Province of Newfoundland.* M.Ed. thesis, Memorial University of Newfoundland, May, 1969. 180 pages. Teachers and principals were asked to describe the performance of principals in a selection of Newfoundland elementary schools.

RICHARDSON, DOROTHY. *Role Expectations Held for High School and Elementary School Principals by Superintendents, Principals and Teachers.* M.A. thesis, Faculty of Education, Macdonald College of McGill University, June, 1969.

PRINCIPALS AND TEACHERS

ANDERSON, HENRY NORMAN. *An Empirical Study of Authoritarianism, Bureaucratic Role Orientation and Perceptions of Positional Authority in School Organizations.* Ph. D. thesis, University of Alberta, November, 1968. 284 pages. The study is designed to determine relationships between certain authoritarian personality dimensions of principals and teachers and the conceptions they hold for their roles as members of school organizations.

NICHOLLS, GLENN HARVEY. *Organizational Climate and Principal Personality: A Study in Relationships.* M.Ed. thesis, University of Manitoba, May, 1969. Teachers and principals in twenty schools in selected sections of Manitoba responded to the Organizational Climate Description Questionnaire and Meyers-Briggs Personality Inventory. The purpose of the study was to investigate the relationship between school climate and the principal's personality type.

PROGRESS IN SCHOOL

BURNHAM, BRIAN. *Student Progress at Thornlea.* York County Board of Education, May, 1969. 15 pages. The first report in an evaluation program of innovations (non-grading, trimester system and multiple levels of course offerings) at an experimental secondary school.

ENGEL, BARNEY M. *Continuous Progress Plans in the Schools of Nova Scotia.* Staff study, Dalhousie University. 300 pages.

ENGEL, BARNEY M. *Nongraded Plans in Nova Soctia: An Evaluation.* Staff study, Dalhousie University. 100 pages. The purpose of this study was to compare the achievement of pupils in grades 4, 5 and 6 in a number of nongraded plans with those in graded plans.

GARDEN, JANET E. *Continuous Progress in the Thornlea Science Program.* York County Board of Education, May, 1969. 6 pages. Report of a continuous progress plan operated in an experimental Secondary School using a trimester timetable.

MacINTOSH, JOAN FILLMORE. *Survey of Reporting Techniques in Nongraded Schools.* M.Ed. thesis, Dalhousie University. A survey of some

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one hundred classrooms across Canada was made to compare and contrast the techniques used in reporting student progress in nongraded schools.

MAVEN, DAVID G. *Computer Science and Continuous Progress.* York County Board of Education, May, 1969. 6 pages. A critical description of individualized programs for students in computer sciences from three secondary schools.

SIMISTER, GERALD F. *A Suggested Nongraded Intermediate Program for Nova Sotia.* M.Ed. thesis, Dalhousie University. A study of some nongraded intermediate programs in the United States and Canada and a proposed unique program for Nova Scotia.

SOJONKY, AUDREY. *The Non-Graded Continuous Progress Plan — Report of the Self-Evaluation Study, 1968.* Division I and II Steering Committee, Saskatchewan Department of Education, 1969. 84 pages. An interpretative evaluation of the progress made toward reaching the objectives of the Division I and II non-graded continuous progress plan, implemented in Saskatchewan in 1964.

STOREY, ARTHUR GEORGE. *What Profit Failure.* Staff study, University of Calgary. 6 pages. A follow-up study on just "passes" and just "fails" in Grade 11.

WOOD, T. LAWRENCE. *A Suggested Nongraded Primary Program for Nova Scotia.* M.Ed. thesis, Dalhousie University. A study of some nongraded primary programs in the United States and Canada and a proposed unique program for Nova Scotia.

PROMOTION

STAPLES, LEONARD A. *A Survey of the Unit System of Promotion.* Research Services Department, Special Services Branch, The Board of Education for the City of Hamilton, April, 1969. 12 pages. A report of a survey among selected centres in Ontario and the western provinces to investigate present forms of the unit system of promotion and trends towards innovations.

PSYCHOLOGY — Research

BARHAM, R., F. J. BOERSMA, W. MUIR and K. WILTON. *Eye Movements During Embedded Figures Tasks.* Staff study, University of Alberta. Published 1969, *Perceptual and Motor Skills*, Vol. 28, pages 271-274.

CAMPBELL, DONALD ROY. *A Study of the Relationship Between Discrimination Response Styles and the Orienting Response.* Ph.D. thesis, University of Alberta, September, 1968. 123 pages. Several hypotheses suggested by the title were examined using sixth grade boys as subjects. Only the hypothesis that reflective exhibit greater ease in conditioning than do impulsive subjects was supported.

FERGUSON, LARRY WYLLIS. *The Use of Nonverdical Heart-Rate Feedback as an Adjunct to Modelling Technique in the Extinction of Avoidance Responses.* Ph.D. thesis, University of Alberta, October, 1968. 89 pages. Four treatments for reducing fear of snakes were prepared by analyzing data for a pretraining, a posttraining and a post-posttraining period. The method combining feedback and a modelling treatment was found to be superior.

FOX, ELSWORTH EUGENE. *A Life Orientation Scale: Correlates of Biophilia and Necrophilia.* Ph.D. thesis, University of Alberta, February, 1969. 119 pages. Based on Fromm's theory, a life orientation test was designed and validated for construct and predictive affectiveness. Test-retest reliability was .83 and odd-even reliability was .71. The evidence suggested that the test (LOT) may be useful in counselling, human relations seminar and personality research.

GROGIN, ESTHER RUTH. *A Comparative Study of the Effect of Group-Centered and Leader-Centered Methods on the Personal Growth of Freshman Nursing Students.* M.Ed. thesis, University of Saskatchewan, Saskatoon Campus, November, 1968.

HRITZUK, JOHN. *The Comparative and Experimental Study of the Psychology of Set.* Ph.D. thesis, University of Alberta, 1968. 180 pages. A Soviet and several Western approaches to the psychology of set were compared, both theoretically and experimentally.

SYLVIE, SOEUR. *Les Perceptions de Soi Chez les Adolescentes de 15 Ans.* Thèse Lic., Psychopédagogie de l'Enfance Inadaptée, Faculté des Sciences de l'Education, Université de Sherbrooke. 216 pages. A partir d'un questionnaire sure le "Qui es-tu", l'auteur veut étudier les réactions de deux groupes de fillettes de 15 ans dont un d'intelligence normale et l'autre d'intelligence déficiente mais dans les normes de l'éducabilité, pour voir si les perceptions de soi sont suffisamment influencées par les capacités intellectuelles pour conduire à des perceptions nettement différenciées.

READING

DEVERELL, ALFRED FREDERICK. *Further Studies of Symbol Knowledge as Readiness for Beginning Reading.* Staff study, University of Saskatchewan, Saskatoon Campus. 33 pages. The performances of school beginners in tests of symbol knowledge are analyzed for sex differences and effect of kindergarten attendance, and in relation to year-end measures of reading, spelling, creative writing and arithmetic.

IRWIN, JOAN MARIE. *An Analysis of the Miscues in the Oral Reading of Indian Children in Selected Grades.* M.Ed. thesis, University of Calgary, 1969. 218 pages. The study investigated the miscues in oral reading of 25 randomly selected subjects from each of grades 2, 4 and 6 in four schools operated by the Department of Indian Affairs and Northern Development, Indian Affairs Branch, in Southern Alberta.

READING — Achievement

COSENS, GRACE VELINA. *An Experimental Study of the Effect of Training in Auditory Discrimination on Reading Achievement in Grade One.* M.Ed. thesis, Department of Elementary Education, University of Alberta, October, 1968. 202 pages. The relationship between auditory discrimination and reading achievement is examined.

FAST, DOLORES JOAN. *The Effect of Socio-Economic Status on the Development of Auditory Discrimination as it Relates to Reading Achievement.* M.Ed. thesis, Department of Elementary Education, University of Alberta, November, 1968. 220 pages. The study compared the auditory discrimination of selected speech sounds of first grade students in low socio-economic areas with that of first grade students in other socio-economic areas and examined the relationship between auditory discrimination and reading achievement.

GORDON, JAMES ROSCOE. *A Diagnostic Study of Reading Status in Indian Residential Schools.* Staff study, University of Saskatchewan, Regina Campus. 43 pages. An analysis in detail of the reading status of the pupils in two Indian residential schools in an attempt to determine the strengths and weaknesses of the present program.

JOHNSON, TERRY DAWSON. *The Relationship between Connotative Meaning and the Reading Achievement of Boys and Girls in the Second Grade.* Ed.D. thesis, University of British Columbia, May, 1969.

McLEOD, JOHN. *An Approach to Assessment of Reading Ability Through Information Transmission.* Staff study, University of Saskatchewan, Saskatoon Campus. 25 pages. An Uncertainty Reduction Index (URI) has been derived which has been shown through experimental studies (a) to correlate more than 0.9 with raw score and (b) to stand up to validation studies between Saskatoon, Canada and Brisbane, Australia. Currently mimeographed; to be published.

NADEAU, MARC-ANDRE. *Test de Lecture Silencieuse en 1ère Année.* Thèse M.Ed., Université Laval, mai, 1969. 220 pages. Recherche d'un matériel pouvant mesurer les capacités en lecture d'élèves de 1ère année soumis à deux méthodes différentes d'apprentissage de la lecture.

RODGERS, DENIS CYRIL. *An Investigation of the Auditory Memory Abilities of Grade 2 Retarded-Underachieving Readers and Competent-Achieving Readers Under Conditions of Reinforcement and Non-Reinforcement.* Ph.D. thesis, Ontario Institute for Studies in Education, June, 1969. 152 pages. The study was concerned with retarded-underachieving readers (i.e. children reading below both grade norm and their capacity), and with the possible relationship of auditory memory to their reading failure.

SNEYD, MARIE LAURA. *Reading Retardation and Psycholinguistic Skills.* M.A. thesis, Ontario Institute for Studies in Education, November, 1968. 61 pages. The primary focus of the study was to study the relationship of automatic-sequential skills, as measured by the ITPA, to reading achievement using subjects of normal IQ who had never received a previous diagnosis of severe emotional disturbance, cultural deprivation or sensory deficit (visual or auditory).

READING — Research

FRANK, NANCY. *A Further Study of Two Theories Concerning Non-Intellective Attributes Negatively Related to Performance in Beginning Reading.* M.Ed. thesis, University of Alberta, September, 1968. 47 pages. Two contrasting hypotheses regarding the non-intellective attributes related to word errors in beginning reading were studied with grade one children using factorial methods. The condition seemed to be more related to maleness, talkativeness, impulsivity and resistance to conditioning of set.

KALLAL, SIGNE GERTRUDE. *Word and Meaning Retrieval in Grade One Reading.* M.Ed. thesis, Department of Elementary Education, University of Alberta, November, 1968. In this study of the ability of grade one children to retrieve words and their meanings from printed symbols the problem was related to theory of perception as an aspect of the word-recognition process.

READING — Study and Teaching

BOBB, W. L. *Evaluating the Language Experience Reading Program in Education.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. An experimental program in the use of the Language Experience Program.

BROOK, K. M. and G. HENDRICKSON. *Reading Score Improvement Through a Program of Work Attack and Vocabulary.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. A study to test the hypothesis that a program that is focused on work attack and vocabulary will improve student reading scores.

BURLEY, R. M. *Assessment of a Reading Program Using a Modified Language-Experience Approach.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. An attempt to determine if grade one boys, working with a modified curriculum centered upon boys' interests, will perform better in school than when in a mixed class and following the regular curriculum.

FARNHAM, P. *Open Court Reading.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. Experiment with "Open Court" reading system.

GALLOWAY, C. G. and W. L. PHILION. *Indian Children and the Reading Program.* Staff study, University of Victoria. 13 pages. Formulation of a language arts program is based on the model for direct observation and test-item analysis.

HOLMES, R. J. *To Further Individualized Instruction in Reading.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. An attempt to provide a series of materials and experiences that they think will best provide for the needs of their students in reading at the grade 5 and 6 levels.

MacKAY, H. KEITH and BETTE L. HORSNELL. *Preparation for Teaching Reading.* Research Division, Nova Scotia Department of Education, June, 1969. Statistical study of the initial and subsequent training of the Nova Scotia teaching staff in reading instruction.

MIHAJLOVICH, ALBA IRENE. *A Study of Teachers' Oral Questions in Selected Reading Lessons.* M.Ed. thesis, Department of Elementary Education, University of Alberta, October, 1968. 160 pages. Teacher questioning behaviour in grade five reading lessons is examined.

NELSON, V. *Assessment of a Reading Program for Boys.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. A study to determine how rapidly a grade one class of boys will progress using the "Nelson" series-reading.

RILEY, A. L. *Reading Program on Young Canada Reading Series (Nelson).* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. A study to show that boys will do equally well as girls on the average and that both groups will do better than on a conventional reading series — Young Canada Reading Series.

SAN ANDRES, MAURA MENDOZA. *The Effect of an Oral Reading Program on Reading Achievement, Listening, Vocabulary and Attitude Toward Reading of Grade Five Children.* M.A. (Educ.) thesis, University of British Columbia, May, 1969.

TRANTER, R. D. *Factors Associated with Establishing Multi-Level Reading Groups in Upper Elementary.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report.

WEINS, P. E. and M. L. DEGENHARDT. *Evaluation of a Reading Program to Motivate Slow Learners.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. A discussion of whether the Nelson readers, along with their puppets and filmstrips, motivate the slow learners more effectively than the reading series now being used in the school.

READING — Textbooks

JULIANA, SISTER MARIE. *The Readability of Primary Basal Readers.* M.Ed. thesis, University of Saskatchewan, Saskatoon Campus, May, 1969.

REASONING

SWARTZ, FAYE MARLENE. *IQ, Divergent Thinking Ability and School Achievement in Tenth Grade Boys.* M.A. thesis, Ontario Institute for Studies in Education, November, 1968. 119 pages. IQ and divergent thinking ability as they relate to one another and to school achievement are examined.

RECREATION

KINOSHITA, M. *Why a Recreation Program at the Diagnostic and Treatment Centre.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. An attempt to develop a recreational program at the school and residential levels in an institutional setting.

RELIGIOUS EDUCATION

BURBIDGE, MACDONALD. *On the Impossibility of Teaching Religion in the Public Schools of B.C.* Staff study, Simon Fraser University. 27 pages. A survey of the opinions of religious authorities in B.C. regarding the feasibility of developing source material for an objective study of religion by grade 10 students in B.C.

LOISELLE, SOEUR LAURETTE. *Evaluation de la Formation Religieuse de Six Catégories d'Etudiantes au Niveau d'une Douzième Année d'Etude.* Thèse Lic., en Péd., Université de Sherbrooke, Octobre, 1968. 175 pages. Les nombreux problèmes que pose la formation religieuse de la jeunesse d'aujourd'hui aux éducateurs soucieux de l'épanouissement complet de la personalité chrétienne des jeunes.

REPORTS AND RECORDS, SCHOOL

MacINTOSH, JOAN FILLMORE. *Survey of Reporting Techniques in Nongraded Schools.* M.Ed. thesis, Dalhousie University. A survey of some one hundred classrooms across Canada was made to compare and contrast the techniques used in reporting student progress in nongraded schools.

RESEARCH IN EDUCATION

CAMERON, DONALD R. *Beginnings of a Research Institute.* Staff study, University of Alberta. Published 1968, *The New Horizon*, Vol. 3, pages 12-16.

EASTWOOD, GORDON R. *Philosophical Basis for Educational Research.* Staff study, Simon Fraser University. A study of the logical foundations of educational research.

NYE, MARILYN and ROGER A. RUTH. *Appropriateness of Published Association Norms for a Canadian Sample.* Staff study, (1) University of California, (2) University of Victoria. Compares Canadian, Californian responses with Palermo-Jenkins norms; questions appropriateness of normative values for certain kinds of research with Canadian samples. Published, *California Journal of Educational Research*, November, 1969.

RESEARCH IN EDUCATION — Language

FEIST, MARGARET E. *An Investigation of Predominant Para-Linguistic Features of Language Involved in the Communication Process.* M.Ed. thesis, University of Alberta, August, 1968. 65 pages. The design of this study is to present an acceptable model of the communication process and to identify the predominant para-linguistic features of language in the communication process.

REWARDS AND PUNISHMENTS

KELLY, GERALD. *Effect of Praise and Reproof Upon the Muscular Performance of Boys of Different Socio-Economic Status.* M.A. thesis, Faculty of Education, Macdonald College of McGill University, October, 1968. 119 pages.

RODGERS, DENIS CYRIL. *Auditory Memory, Motivation and Reading Ability.* Ph.D. thesis, Ontario Institute for Studies in Education, March, 1969. On tasks demanding auditory memory, groups of achieving readers from grade 2 were compared under conditions of reinforcement and non-reinforcement.

SHIPE, D. *The Interrelationships Among Two Measures of Delay of Gratification, Age and Socio-Economic Status of Young Children.* Staff study, Department of Applied Psychology, Ontario Institute for Studies in Education. 33 pages. The aim of this study is to investigate the relationships of two measures of delay of gratification (one of which is solely based upon impulse control and the other of which includes both impulse control and "trust") to each other and to age and socio-economic status in four-, five- and six-year old children.

RURAL SCHOOLS

GIBSON, JACK H. *A Comparison of the Academic Success of Graded and One-Room Rural School Students of the Inter-Mountain School Division.* M.Ed. thesis, University of Manitoba, October, 1968. 85 pages. A comparison of the success of grade 9 students over a five year period, 1961-1965, as measured by the results in grade 9 departmental achievement tests, grade 9 promotion results, the incidence of grade repetition and the number of drop-outs.

SCHOOL BOARDS — Alberta

CHANDLER, BERNARD A. *An Investigation of the Information Flow Process of Alberta School Boards.* M.Ed. thesis, University of Alberta, October, 1968. An investigation of school board decision-making to determine the extent to which information and opinion are brought to bear on decisions made by Alberta school boards.

SCHOOL BUILDINGS, EQUIPMENT AND GROUNDS — Designs and Plans

STUDY OF EDUCATIONAL FACILITIES. *SEF Report T-1 — Introduction to the First SEF Building System.* The Metropolitan Toronto School Board, June, 1968. 182 pages. A very thorough description of the building components of the First SEF Building System, including sketch plans for the proposed SEF schools.

STUDY OF EDUCATIONAL FACILITIES. *SEF Report T-2 — Specifications for the First SEF Building System.* The Metropolitan Toronto School Board, June, 1968. Not paginated; text is divided into sections. The performance specifications for each of the ten sub-systems in the first SEF Building System are thoroughly defined.

SCHOOL BUILDINGS, EQUIPMENT AND GROUNDS — Use

BENZON, RALPH. *Community Utilization of Protestant Public School Facilities for Recreational Purposes in Metropolitan Montreal.* M.A. thesis, Faculty of Education, Macdonald College of McGill University, October, 1968. 81 pages.

STUDY OF EDUCATIONAL FACILITIES. *SEF Report E.1 — Educational Specifications and User Requirements for Elementary (K-6) Schools.* The Metropolitan Toronto School Board, March, 1968. 208 pages. Recommendations for every area of an elementary school to accommodate the needs of emerging educational trends at this school level are described.

STUDY OF EDUCATIONAL FACILITIES. *SEF Report E.2 — Educational Specifications and User Requirements for Intermediate Schools.* The Metropolitan Toronto School Board, April, 1969. 254 pages. Recommendations for every area of an intermediate school to accommodate the needs of emerging educational trends at this school level are described.

SCHOOL YEAR

FEHLBERG, DIETER AUGUST. *Student Achievement Under Alberta's Semester System.* M.Ed. thesis, University of Alberta, September, 1968. 56 pages. Provincial test results for English, social studies and mathematics were compared for schools organized under the semester system and under the conventional system. No differences were found in English and mathematics. Students enrolled in the semester system were superior in social studies.

SCIENCE

ST. JOHN, CLINTON. *Processes and Structure of the Physical Sciences for School Curricula.* Ed.D. thesis, Ontario Institute for Studies in Education, November, 1968. 291 pages. The problem of the study is to develop a set of behavioral objectives and other representations which are indicative of (1) the processes of inquiry used by physical scientists, (2) the components which make up the structure of the physical sciences, and (3) the relationships among these various processes and components.

WERENKA, N. R. *Experimentation in Mounting Specimens in Science.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report, June, 1969. An investigation of proper procedures in mounting specimens in science (plasticizing, preserving, dehydrating).

SCIENCE — Study and Teaching

DENHOLM, W. E. SILLS. *An Experimental Science Course for Grade 9 (Four-Year Program).* York County Board of Education, May, 1969. 14 pages. An evaluation of a new science program designed for non-university bound students by the science department staff of York Central District High Schools.

HUBICK, L. C. *Assessment of the New Science Program for Grades Four, Five and Six.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. A study to determine the suitability of the new science program for grades four, five and six.

MELNYCHUK, R. S. *Teaching for Processes of Science.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. Planning the teaching strategy for science processes for units in "Life Science".

MOKOSCH, ERIC. *The Development and Evaluation of a Process Approach to the Teaching of J.H.S. Science.* Ph.D. thesis, University of Alberta, June, 1969. 185 pages. A comparative study developing a curriculum recognizing the process nature of science and an attempt to measure gain in "process" objectives.

SCIENCE LABORATORIES

ANDERSEN, A. F. and S. T. ORLOWSKI. *Science Laboratories for Secondary Schools.* School Planning and Building Research Section, Ontario Department of Education, 1968. 47 pages.

PAGE, GORDON GRAHAM. *A Study of Student Attitudes Toward Two Contrasting Physics Laboratory Designs.* M.A. (Educ.) thesis, University of British Columbia, May, 1969.

SCIENCE TEACHERS

BLAKE, VICTOR ROBERT. *Personality Traits Differentiating Graduate Science Students and Future Science Teachers.* Staff study, Dalhousie University. 10 pages.

SCREEN EDUCATION

BUCKLES, A. G. *Screen Education for Cinemate Youth.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. An attempt to help students to develop an appreciation of film through discussion and evaluation in order for them to arrive at a set of standards.

CANADIAN EDUCATION ASSOCIATION, INFORMATION DIVISION. *Screen Education in Canadian Schools.* March, 1969. 48 pages. An examination of the screen education concept, with guidance for teachers and education officials as to how to experiment with it.

JOBE, R. A. and L. MABBOTT. *An Exploration of the Child's Concept of Novels into Films.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. Because of the ever increasing visual stimuli bombarding the child in his daily life, the child should: be made aware of the direct influence of this mass media, be made aware of film tools and techniques, be made aware of the process from the novel to the film, gain greater appreciation and enjoyment from both the novel and the film and gain greater discriminatory judgements regarding novels and films.

SECOND LANGUAGE LEARNING

SODHI, SURENDER SINGH. *Rigidity and Set in Second Language Acquisition.* Ph.D. thesis, University of Alberta, June, 1968. 93 pages. The hypothesis that good and poor second language learners differ on measures of flexibility, set fixation and extinction and orientation to the study of a second language was examined.

SECONDARY EDUCATION — New Brunswick

ALBERT, JACQUES GUILDO. *Les Standards d'une Ecole Polyvalente de 1000 Etudiants et les Exigences du Nouveau-Brunswick.* Thèse M.A. Ed., Université de Moncton, mai, 1969. 116 pages. Le but de l'étude était de procurer pour le Nouveau-Brunswick des standards normaux pour la construction d'une école polyvalente pouvant loger 1000 étudiants.

SEGREGATION IN EDUCATION

GORDON, JAMES R. *Comparison of Residential and Integrated Indian Children in Listening, Reading and Vocabulary.* Staff study, University of Saskatchewan, Regina Campus. 20 pages. A comparison of the listening, reading comprehension and vocabulary grade levels of residential Indian children with integrated Indian and non-Indian children.

SCHALM, PHILIP. *School Administrators' Perceptions of Problems Arising from the Integration of Indian and Non-Indian Children in Publicly Supported Schools in Saskatchewan.* M.Ed. thesis, University of Saskatchewan, Saskatoon Campus, November, 1968.

SEPARATE SCHOOL BOARDS — Legal Status, Laws, etc.

FENSKE, MILTON R. *The Evolution of the Formal Legal Structure of Separate Schools in the Prairie Provinces.* Ph.D. thesis, University of Alberta, October, 1968. 245 pages.

SEPARATE SCHOOL TRUSTEES

ETHIER, GERALD. *Expectations of School Board Chairmen for the Role of Directeur Général des Ecoles of the Catholic Regional School Boards of Quebec.* M.Ed. thesis, University of Alberta, November, 1968. 142 pages. The study examines the expectations that school board members hold for the role of directeur genéral des écoles.

SEPARATE SCHOOLS

DE GRANDPRE, MARCEL. *La Coéducation dans l'Enseignement Catholique—Résultats (Partiels) d'une Enquête.* Etude effectuée par un membre du personnel, Université de Montréal. 38 pages. Dépouillement partiel des réponses à une enquête internationale d'éducation comparée. Publié par l'Office International de l'Enseignement Catholique, Bruxelles, Belgique, dans la collection "Etudes et Documents", no. 10.

SEX EDUCATION

SEELY, CREIGHTON. *Opinions on Sex Education in Alberta.* M.Ed. thesis, University of Alberta, May, 1969. 104 pages. A sample survey was conducted in 24 schools throughout Alberta. Respondents were students in grades 7 to 12, teachers, parents and school principals. Sex education in schools was favoured by margins of 84% or higher. Only 18% of parents were satisfied with the sex education their children were receiving. Only 25% of the teachers felt qualified to offer such education.

SHORTHAND

CAMPBELL, J. D. *Shorthand 31 (Forkner).* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. A study to determine how useful certain business courses are to the students who take them.

SOCIAL PSYCHOLOGY

DUNN, MARIE E. *The Effect of an Unstructured Group Experience on the Attitudes and Value Orientations of Young People.* M.Cont.Ed. thesis, University of Saskatchewan, Saskatoon Campus, May, 1969. 100 pages. A study involving 4-H members attending two Junior Leader camps. The control group followed a structured camp program and the experimental group followed an unstructured camp program.

SOCIAL STUDIES

HENDRICKS, ALLAN. *The Portrayal of French Canadians in Three Series of Social Studies Trade Books.* M.Ed. thesis, University of Calgary, 1968.

SOCIAL STUDIES — Study and Teaching

DYER, ALDRICH J. *A Pilot Unit Based on Original Sources for Grade 10 Social Studies in the Northwest Territories.* M.Ed. thesis, University of Alberta, October, 1968. 216 pages. The major task of this study is to designate the components of curriculum design in order to construct and evaluate a pilot unit for grade 10 social studies for students living in the Mackenzie District of the N.W.T.

LANG, SHARON CAROLE. *A Comparison of the Social Studies 30 and Social Studies 30X Courses.* M.Ed. thesis, University of Alberta, September, 1968. 185 pages. The study compares the two courses in order to determine any shift in content emphasis and to determine the nature and direction of that shift.

PUETZ, DARLENE CATHERINE. *Relationship of Teacher Attitude to a Social Studies Unit and Pupil Progress in Critical Thinking.* M.Ed. thesis, University of Saskatchewan, Saskatoon Campus, 1969. 47 pages. The purpose of this study was to determine whether scores in critical thinking ability are related to teacher attitudes toward a unit of instruction in social studies.

SOCIAL STUDIES TEACHERS

GRONDIN, CONDE R. *A Descriptive Survey of Academic Preparation in Political Science in Relation to Selected Political Attitudes of Urban Secondary Social Studies Teachers of Alberta.* M.Ed. thesis, University of Alberta, December, 1968. 201 pages. The study investigates the scope of formal academic preparation in political science of secondary social studies teachers; the varying degrees of political cynicism, political alienation, sense of political efficacy and sense of citizen duty among these teachers as qualified by a battery of general political attitude tests.

SOCIOLOGY, EDUCATIONAL

AGRAWAL, KAILISH CHANDRA. *Durkheim on Education and Society: an Examination of His Ideas.* M.Ed. thesis, University of Alberta, November, 1968. 45 pages. Durkheim's views on the relationship between "education" and "society" were examined and their possible relevance to the present times was discussed and evaluated.

KACH, NICK. *A Socio-Historical Analysis of the Petrine Reforms: a History of Education.* M.Ed. thesis, University of Alberta, November, 1968. 351 pages. The applicability of Smelser's theory of collective behaviour in explaining the reforms of Peter the Great was tested in four successive stages.

LYON, LOUISE C. (Editor). *Functional Analyses of Societies and Learning.* Studies made by fourth year Soc. of Ed. students, University of Calgary. 97 pages. The study is made up of a group of essays using Talcott Parsons' model of "Society in Action" to evaluate community and socialization practices in varied societies such as Hong Kong; Alberta, Canada; the Santander of British Columbia.

MITCHELL, ROBERT JACK. *Intra-Organizational Conflict: A Case Study.* M.Ed. thesis, University of Alberta, October, 1968. 95 pages. The study attempted to discover whether conflict exists in a large complex school when action is initiated from a perceived high status group to a perceived low status group and vice versa (a) where there are many shared values and (b) where there are few shared values. The study also looked at the techniques utilized in overcoming the conflict.

SPECIAL EDUCATION

CAMERON, DONALD R. *Canadian Student in the CEC.* Staff study, University of Alberta. Published 1969, *Special Education in Canada.*

PYSH, F. *The Development and Evaluation of an EDP Course for Inmates of Jails and Correctional Institutes and the Blind.* Staff study, University of Calgary. A curriculum will be developed for teaching computer coding skills (Fortran, Cobol and PLI) to the above groups.

SPEECH DEFECTS

COX, BRIAN JOHN. *Some Motoric Parameters of Functional Misarticulation.* M.Ed. thesis, University of British Columbia, May, 1969.

STAFF UTILIZATION

ROBINSON, NORMAN. *The Okanagan Staff Utilization Project.* Educational Research Institute of British Columbia, July, 1968. 45 pages. A research and development project undertaken jointly by Simon Fraser University and school districts in the Southern Okanagan and Penticton, B.C.

STATE AND EDUCATION

HAVEA, SETALEKI KAVEINGA. *Political Influences Affecting the Development of Educational Services in Tutu'ila to 1900.* M.Ed. thesis, University of Saskatchewan, Saskatoon Campus, November, 1968.

STENOGRAPHERS

PIEPGRASS, JOYCE L. *Automation and the Changing Role of the Stenographer.* M.Ed. thesis, University of Alberta, April, 1969. 66 pages. The study investigates whether automation is changing the role of the stenographer.

STUDENT ACTIVITIES

CLIFTON, N. ROY. *A Decade of Special Film and Theatre Arts Programs.* York County Board of Education, May, 1969. 14 pages. The rationale and the operation of four different cultural programs conducted extra-murally from 1958 to 1969 at Richmond Hill High School are described.

STUDENT ADJUSTMENT

CONWAY, C. B. et al. *A Study of Kindergarten and Non-Kindergarten Children in the Primary Grades.* Educational Research Institute of B.C., Vancouver, January, 1968. 48 pages. A "blind" study of 22,298 children in grades 1 to 3 was conducted in regard to report card ratings and adaptation to school and, in one city, K.-A. intelligence and achievement pupils were later classified as to attendance at public, private and no kindergarten, and in three mental age groups. Tremendous sex differences were noted and an interesting decline in the adaptation of those who had attended private kindergarten.

KING, ALAN J. C. *Ethnicity and School Adjustment.* Staff study, McArthur College of Education, Queen's University, 1968. 8 pages. An analysis of school adjustment differences among students from a variety of ethnolinguistic backgrounds.

STUDENT AID

FAIR, DONALD C. *Analysis of Financial Aid to Students in Post-Secondary Institutions, 1967-68.* Staff study, University of Alberta. Published 1969, Edmonton: Government of Alberta, 175 pages.

FAIR, DONALD C. and R. NORGREEN. *A Cost-Benefits Analysis of Financial Aid to Students.* Staff study, University of Alberta. Published 1969, Edmonton: Government of Alberta, 57 pages.

STUDENT PARTICIPATION

STEVENS, ANDREW HAROLD. *Fostering Student Participation in Senior High School.* M.Ed. thesis, Acadia University, May, 1969.

STUDENT PARTICIPATION (University)

COLE, RONALD FREDERICK. *A Study of the Factors Influencing Student Attitudes Towards Participation in University Affairs.* M.Ed. thesis, University of Calgary, October, 1969. 114 pages. A comparative study of resident students (1967-68) in the faculty of arts and science and the faculty of education at the University of Calgary.

STUDENT RETENTION

SEDUN, LILY. *The Potential Dropout Stays at School: A Study of Pupil Characteristics at R. B. Russell Vocational High School.* M.Ed. thesis, University of Manitoba, May, 1969. The identification of characteristics of pupils who, while dropouts from a normal school program, will persevere and succeed in an appropriately guided environment. Data from special schools in Winnipeg, Ottawa and Toronto.

STUDENT SELF-GOVERNMENT

SKOLROOD, A. HAROLD. *Evaluation of Effectiveness of British Columbia Student Council Workshop.* Staff study, University of Lethbridge, May, 1969. The study sought to determine the effectiveness of the annual student council workshops as a means for preparing students elected to the student councils in the junior and senior secondary schools of British Columbia.

STUDENT TEACHERS

BLAKE, VICTOR ROBERT. *A Factor-Analytic Study of the MTAI.* Staff study, Dalhousie University. 15 pages. The Minnesota Teacher Attitude Inventory was factor analyzed using principal components and varimax rotation. The change in factor scores in education students during one academic year was investigated.

HOARE, GAVIN FREDERICK. *The M.T.A.I. and a Scale of Authoritarian Personality as Independent and Combined Predictors of the Classroom Verbal Interaction Patterns of First-Year Teachers in Training.* M.Ed. thesis, University of Manitoba, October, 1968. 89 pages.

THOMPSON, SHEILAH DOREEN. *Some Personality Characteristics of Student Teachers of Guidance.* Ed.D. thesis, University of British Columbia, fall, 1968.

STUDENT TEACHERS — Evaluation

CHEONG, GEORGE S. C. *Can Successful Teaching be Empirically Determined?* Staff study, Mount Allison University. The purpose of the study was to find out the amount of agreement among supervisors and their criteria to arrive at a grade for students' practice-teaching.

HARPER, FRANK, J. GRANT McMURRAY and ALLAN SLEMON. *The Student Teacher Assessment Project.* Staff study, Althouse College of Education, University of Western Ontario. A study of the variables associated with success in teacher training, with particular reference to anxiety, vocational interest and personality.

STAPLES, LEONARD A. *Ratings of Students Who Attended Teachers' College.* Research Services Department, Special Services Branch, The Board of Education for the City of Hamilton, October, 1968. 12 pages. An investigation into the relationships between the ratings of students at Teachers' College and the marks and ratings they obtained in Grade 13 the previous year.

STUDENT TEACHERS — Selection and Appointment

MASSON, LOUIS I. and ED RYAN. *The Selection of Student Teachers.* Staff study, University of Calgary. 38 pages. The study examines and reviews 77 studies published between 1959 and 1966 and dealing with student teacher selection and concludes that the problem is far from being solved, that the criteria of effective teaching are ill-defined and that the effect of teaching upon learning is still unknown.

STUDENT TOURS

REES, D. R. *A Study Tour of Western Europe.* York County Board of Education, May, 1969. 10 pages. A description and assessment of a 2-week study tour by senior students of York Central District High Schools.

STUDENT TRANSFERS

DENNISON, JOHN D. and GORDON JONES. *A Study of the Characteristics and Subsequent Performance of Vancouver City College Transfers to U.B.C. in September, 1967.* Staff study, University of British Columbia. 76 pages. A follow up of performances of City College transfers to U.B.C. in each faculty and most subject areas. A description of the transfer students who entered U.B.C. in September, 1967.

DUNCAN, JACK M. *Student Mobility in the Public Schools of Hamilton.* Research Services Department, Special Services Branch, The Board of Education for the City of Hamilton, March, 1969. 6 pages. A summary report of an investigation into the extent of student mobility in the public schools of Hamilton.

STUDENT WITHDRAWALS

CRAWFORD, DOUGLAS GORDON. *Family Interaction, Achievement Values and Motivation as Related to School Dropouts.* Ph.D. thesis, Ontario Institute for Studies in Education, June, 1969. 162 pages. It was postulated that dropping out of school by intellectually capable boys is a response to an environment which favours those with predispositions and beliefs usually associated with the middle class and which are inculcated primarily in the family. An explanatory model was proposed which linked specific socialization experiences in the family with two presumably important components of the boys' achievement orientation: achievement motivation and achievement related values which were assumed to be directly related to their school status.

HENDERSON, DELMOND RUDYARD. *An Inquiry into Some Aspects of the Problem of Early School-Leavers in One Area of Rural Saskatchewan.* M.Ed. thesis, University of Saskatchewan, Saskatoon Campus, November, 1968.

KING, ALAN J. C. *The Search for the School Withdrawal Syndrome.* Staff study, McArthur College of Education, Queen's University (conducted at Ontario Institute for Studies in Education), 1968. 250 pages. An attempt to identify factors associated with school withdrawal employing data from the Carnegie Human Resources Data Bank.

MOORE, JEAN L. *A Study of Value Orientations of Four Selected Groups.* M.Ed. thesis, University of Calgary, September, 1968. 75 pages. A study of the relationships between selected groups of dropouts and their value orientations.

OWENS, ELIZABETH J. *A Study of Pupil Drop-Outs.* Curriculum and Research Branch, New Brunswick Department of Education, September, 1968. 30 pages. A longitudinal study of a selected sample of pupils who began grade 7 in September, 1962 in four N.B. schools. Annual statistics are presented as well as a comprehensive report on the drop-outs each year.

SCRAGG, EDWARD SPENCER. *A Survey of Dropouts from Alberta Schools 1963-68.* M.Ed. thesis, University of Alberta, November, 1968. Recent dropout rates in Alberta were examined by sex, region, school program and other variables; probable causes for dropout were identified and compared to other studies and other areas, within and outside of Canada.

STUDENTS

ELLIS, MANCEL ROSE. *'Motivational Disturbance' and Control Beliefs as Factors in Students' Decision-Making.* M.A. thesis, Ontario Institute for Studies in Education, February, 1969. 89 pages. The conclusions drawn from the findings of this study suggest that control beliefs perform a moderator function on the 'motivational disturbance' construct.

STUDENTS — Evaluation

KLATT, EDWARD. *Intuitive Thinking in the Mathematics Classroom.* M.Ed. thesis, University of Alberta, July, 1968. 123 pages. The purpose of the study was to design an instrument with which one will be able to rank order classrooms on the basis of the extent to which they make use of intuitive thinking during mathematics lessons.

MASON, GEOFFREY P. M. *Evaluation of English 10.* Educational Research Institute of British Columbia, December, 1968. 232 pages. The examination of the problem of evaluating students taking resource courses.

STUDENTS — Language

DICK, CORNELIUS LORNE. *A Study of Social-Class Differences in Language Expression: An Analysis of Some Written Samples.* M.Ed. thesis, University of Calgary, October, 1968. 76 pages. Basil Bernstein's postulate that the working class learns a restricted language code while the middle class learns the restricted and an elaborated language code was tested with selected and matched school boys in Calgary.

GORDON, MINITA ELMIRA. *A Study of the Relationships Between Selected Measures of Written Language and Certain Personality and Biographical Variables.* M.Ed. thesis, University of Calgary, April, 1969. 108 pages. Measures of syntactic complexity obtained from student essays were related by means of factor analysis of personality measures for the same students.

JANZEN, HENRY LAWRENCE. *A Study of Written Language Ability.* M.Ed. thesis, University of Calgary, September, 1968. 98 pages. Measures were obtained from student essays by means of computer programs and, following factor analysis, were related by means of multiple linear regression to measures of academic ability and biographical information for the same students.

STUDENTS (Community Colleges)

BABY, ANTOINE, PIERRE W. BELANGER, ROLAND OUELLET et YVON PEPIN. *Nouveaux Aspects du Problème de la Démocratisation de l'Enseignement dans les CEGEP.* Etude effectuée par des membres du personnel, Université Laval. 32 pages. Etude des caractéristiques générales. (âge, scolarité antérieure, origine sociale . . .) et de l'orientation des étudiants de CEGEP I dans deux collèges de la région métropolitaine de Québec. Publié dans la revue *L'Orientation Professionnelle,* 1969, Vol. 5, No. 2.

SCHINDELKA, DONALD. *Alberta Institutes of Technology Student Characteristics.* M.Ed. thesis, University of Alberta, November, 1968. This study examines selected characteristics of students attending the Institutes of Technology in Alberta in terms of the institution they are attending, the type of program in which they are enrolled, sex and age.

STUDENTS (Junior Colleges)

LETTS, ALEXANDER. *The Characteristics of Students in Alberta Public Junior Colleges.* M.Ed. thesis, University of Alberta, October, 1968. 127 pages.

STUDENTS (Secondary)

BRYANS, DAVID GARTH. *A Study of Some Environmental Influences on the Level of Educational Aspiration of Urban Grade Nine Students.* M.Ed. thesis, University of Alberta, April, 1969. 78 pages. Significant predictors of this level of aspiration were found to be socio-economic status, sex, perceived success and the socio-economic composition of the school attended.

CAMERON, VIOLET JOYCE. *The Effectiveness of Suspension in the Public Senior High Schools in Nova Scotia.* M.Ed. thesis, Acadia University, May, 1969. The purpose of this study was to find out the effectiveness of suspension of students in the public high schools in Nova Scotia during one academic year, 1967-1968.

ETHERIDGE, KENNETH C. *Personal Situational and Socio-Cultural Factors Associated with Educational Wishes and Expectations of High School Students.* M.A. thesis, Faculty of Graduate Studies and Research, McGill University, July, 1968. 163 pages. A study of the relationship between means available for college education and adolescent attitudes to and plans for higher education.

WILLIAMS, DAVID GEORGE. *A Survey of the Problem Choices of Senior High School Students.* M.A. (Educ.) thesis, University of British Columbia, May, 1969.

STUDENTS (University)

ALTMANN, HAROLD A. *Changing Perceptions of University of Calgary Students over a One-Year Period.* Staff study, University of Calgary. 4 pages. The purpose of this investigation was to determine what specific people university students consult when confronted with a problem and to determine whether students' perceptions change after a one-year period. Published, *Canadian Counsellor,* Vol. 3, No. 3, June, 1969.

YOUNG, JOHN ROWLAND. *Group-Based Value Orientations: an Exploratory Study Based on Dahlke's Typology.* M.Ed. thesis, University of Alberta, November, 1968. 156 pages. The purpose of the study was to ascertain the value profiles of university students and to determine the possible relationship existing between value orientation and personal and social variables and organizational involvement.

STUDENTS (University) — Evaluation

PERKINS, STANLEY ARTHUR. *An Examination of Five Different Groups of First Year Students at the University of Lethbridge on the College Qualification Test and Grade Point Average 1967-68.* Staff study, University of Lethbridge. 30 pages. Mature non-matriculant students were compared with regularly admitted first year students on an achievement test and grade point average.

STUDY

CREPEAU, GUSTAVE et MARCEL DE GRANDPRE. *Comment Etudier? Inventaire Général des Habitudes de Travail Intellectuel.* Etude effectuée par des membres du personnel, Université de Montréal. 16 pages. Questionnaire destiné aux élèves des cours secondaire publié à la Librairie Beauchemin, Montréal. Application de la thèse de doctorat de Gustave Crepeau.

SUCCESS

STOREY, ARTHUR GEORGE. *Self Development of Adult Male Students in Relation to Success and Non-Success.* Staff study, University of Calgary. 8 pages. Q-tag scores were obtained on adult males who had experienced varying degrees of educational success in varying patterns of self development.

SUPERINTENDENTS

ROBB, ALEXANDER. *The Role of the Superintendent.* The Saskatchewan Branch of CASSI, December, 1968. 45 pages. A study to determine the most effective and appropriate role of Superintendents of Schools in the various types of school jurisdictions in Saskatchewan.

SUPERVISION

FALUSI, ARNOLD JOSEPH. *An Integration of Concepts from Empirical Studies on Supervisory Behaviour.* M.A. thesis, Ontario Institute for Studies in Education, November, 1968. 145 pages. Supervisory behaviour, as uncovered in a non-statistical beyond random selection of studies and summation of items of information about supervisory behaviour, is discussed, and a simple classification scheme for organizing findings on supervisory behaviour is discussed.

KOWALSKI, ALVIN EDWIN. *Noon Supervision.* Research Division, Calgary Separate School Board, January, 1969. 13 pages. A survey of the literature on noon supervision and school practices in Canada and the U.S.A.

RICHERT, GEORGE EDWARD. *Bureaucratic Characteristics in Educational Organization and Their Relationship to the Leader Behaviour of the Superintendent.* Ph.D. thesis, University of Alberta, October, 1968. 167 pages. The province of Saskatchewan was used to substantiate the hypothesis that a positive relationship exists between bureaucratization of a school system and the initiating structure dimension of leader behaviour and that an inverse relationship exists between bureaucratization and the consideration dimension of leader behaviour.

TEACHER AIDES AND ASSISTANTS

ALBERTA TEACHERS' ASSOCIATION. *Teacher Aides Try-Out.* The Alberta Teachers' Association and The Alberta School Trustees' Association, June, 1969. 26 pages. Description of a very modest try-out of teacher aides in a county near Edmonton. It deals with the selection and preparation of aides, the orientation of teachers to the use of aides and an evaluation of the project.

FRIEDMAN, FRANCES P. *Teacher Aides: Their Role in the Schools.* Staff study, University of Saskatchewan. A review of early programs and studies of the use of teacher aides and a summary of current programs in Canada and the U.S. Published, *Education Canada*, June, 1969.

KOWALSKI, ALVIN EDWIN. *Teacher Aides — School Aides.* Research Division, Calgary Separate School Board, December, 1968. 42 pages. A review of the literature on teacher aides and school aides and an outline of the position of other urban boards in Alberta concerning the employment of aides. Recommendations are included.

TEACHER EDUCATION

CANADIAN EDUCATION ASSOCIATION, INFORMATION DIVISION. *Requirements for Secondary School Leaving Certificates, Admission to University and Admission to Teacher Training.* Revised May, 1969. 44 pages. A province-by-province summary of regulations in all courses for school leaving and for admission to university and teacher training.

KING, ALAN J. C. and R. A. RIPTON. *Audio-Visual Feedback-Counselling: an Experimental Evaluation of the Use of Video-Tape Recordings in the Training of Student Teachers.* Staff study, McArthur College of Education, Queen's University (conducted at Ontario Institute for Studies in Education), August, 1968. 41 pages. Video-tape feedback of student teaching is compared with traditional methods.

KNIGHT, ARTHUR P. *Study of the Qualifications of Associate Teachers in Teacher Training.* M.Ed. thesis, Ontario Institute for Studies in Education, November, 1968. 60 pages. Study based on questionnaires administered to teachers' college faculty, elementary school principals and superintendents.

LUCOW, WILLIAM H. *A Preliminary Report on the Survey of Teachers in Normal Schools, Colleges and Faculties of Education in Canada, 1967-68.* Research Section, Education Division, D.B.S., Ottawa, June, 1969. 20 pages. A preview of personal, academic and professional characteristics of Canadian educators of teachers, comprising 18 tables.

MacKAY, H. KEITH and BETTE L. HORSNELL. *Preparation for Teaching Reading.* Research Division, Nova Scotia Department of Education, June, 1969. Statistical study of the initial and subsequent training of the Nova Scotia teaching staff in reading instruction.

ZACHARIAH, MATHEW. *Comment on "Generic and Specific Contributions of Sociology to Teacher Education" by Leonard Marsh.* Staff study, University of Calgary. 2 pages. Appeared in the Proceedings of the Fifth (1968) Annual Meeting of the Canadian Conference on the Foundations of Education.

TEACHER EDUCATION — Ghana

OKRAKU, FLORENCE. *Teacher Education in Ghana Since Independence (1957-1967).* M.A. thesis, Faculty of Education, Macdonald College of McGill University, June, 1969.

TEACHERS — Adjustment

SHYMONIAK, ROY LEONARD. *A Study of Perceived Adjustment Problems and Help Needed by Newly-Arrived Teachers in Alberta.* M.Ed. thesis, University of Alberta, September, 1968. 137 pages. A correlational study of the adjustment problems of teachers newly-arrived and now teaching in Alberta.

TEACHERS — Adult Education

BROOKE, WILFRED MICHAEL. *The Adult Basic Education Teacher in Ontario: His Background, Problems and Need for Continuing Professional Education.* M.A. thesis, Ontario Institute for Studies in Education, February, 1969. 113 pages. The purpose of the study was to make an enquiry into the background (occupational, educational) of the adult basic education teacher — his occupational problems and needs for furthering his knowledge about adult basic education.

TEACHERS — Alberta

SILLITO, M. T. and J. E. WICKS. *Alberta Teaching Force, September, 1968.* The Alberta Teachers' Association, June, 1969. 46 pages. A statistical description of the teaching force showing classification by age, sex, years of teacher education, years of experience, size of school, etc.

WARREN, CATHARINE ELIZABETH. *A Study of Alberta Teachers.* M.Ed. thesis, University of Calgary, October, 1968. 218 pages. A sociological investigation of teaching satisfactions as arising from three sources: career, prestige and work satisfactions.

TEACHERS — Certification

CANADIAN EDUCATION ASSOCIATION, INFORMATION DIVISION. *Requirements for Teaching Certificates in Canada.* Revised January, 1969. Wall chart. A province-by-province summary of requirements for all teaching certificates in Canada.

TEACHERS — Evaluation

CHAUVETTE, JEAN-LOUIS. *Les Critères Généraux de l'Evaluation de l'Efficacité des Enseignants dans Quatre Commissions Scolaires Locales.* Thèse M. en Ed., Université de Montréal, octobre, 1969. 175 pages.

ROBITAILLE, DAVID F. *Selected Behaviours and Attributes of Effective Mathematics Teachers.* Ph.D. dissertation, Ohio State University and the Montreal Catholic School Commission, January, 1969. 190 pages. A field study designed to isolate characteristics which discriminate between effective and ineffective mathematics teachers.

TEACHERS — In-Service Education

HARRIS, ROBERT CLAYTON. *Group Counselling with Teachers: An Effective In-Service Education Technique.* Ed.D. thesis, Ontario Institute for Studies in Education, February, 1969. 195 pages. The teacher is the most influential person in the classroom and if it is possible to utilize the group process to change the teacher's behaviour, one can alter the learning environment for many children. It was proposed that the teachers should undergo a group counselling experience, not unlike sensitivity training. An experienced professional counsellor worked with 35 volunteer teachers of grade 7 and 8 from a large urban school district in control and experimental groups. The experimental group experienced group counselling for 2½ hours weekly for nine weeks. Pre- and post-assessments were made with a classroom observation checklist, a teacher activity checklist and a semantic differential.

NACIUK, WILLIAM. *An Analysis of the Effectiveness of a Methods In-Service Program for Certain Teachers of Mathematics Twenty.* M.Ed. thesis, University of Alberta, August, 1968. 152 pages.

TEACHERS — Internship

NICHOLL, HARTLEY. *An Internship Programme in Teacher Education and Its Effect on the Attitudes of Interns.* M.A. thesis, Faculty of Education, Macdonald College of McGill University, October, 1968. 147 pages.

TEACHERS — Migration

ALBERTA TEACHERS' ASSOCIATION. *Geographic and Occupational Mobility of Teachers.* August, 1968. 24 pages. A survey of all teachers in Alberta in June, 1968 to seek information as to the number who were leaving their positions, their reasons for leaving and their destinations. The survey also sought information re summer plans for teachers.

LANGLOIS, HERVE OSCAR. *Factors Related to Teacher Mobility within Saskatchewan, 1966-67.* M.Ed. thesis, University of Saskatchewan, Saskatoon Campus, November, 1968.

PARRY, ROBERT S. *Teacher Mobility in Canada.* Student study, University of Calgary. 115 pages. An analysis of the teacher mobility problem with an overview of trends in Canada.

TEACHERS — Morale

SCHMIDT, DOUGLAS A. *A Study of Teacher Satisfaction in Relation to Professional Orientation and Perceived Hierarchy of Authority in the School.* M.Ed. thesis, University of Alberta, October, 1968.

TEACHERS — Qualifications

BOULET, PIERRE. *Salaries and Qualifications of Teachers in Universities and Colleges 1967-68.* Higher Education Section, Education Division, D.B.S., Ottawa, March, 1969. 75 pages. A bilingual report made in consultation with the Canadian Association of Business Officers, The Canadian Association of University Teachers and The Association of Universities and Colleges of Canada.

KNIGHT, ARTHUR P. *Study of the Qualifications of Associate Teachers in Teacher Training.* M.Ed. thesis, Ontario Institute for Studies in Education, November, 1968. 60 pages. Study based on questionnaires administered to teachers' college faculty, elementary school principals and superintendents.

TEACHERS — Retention

HANELY, DAVE and LARRY SACKNEY. *Survey of Teacher Resignations in Saskatchewan, 1969.* Saskatchewan Teachers' Federation, July, 1969. 10 pages. A breakdown of the Saskatchewan teachers who have resigned their positions as of May 25, 1969, and a comparison with previous years.

STEWART, DUNCAN HECTOR. *Some Causes of Teacher Turnover in a Single-Enterprise Community.* M.Ed. thesis, University of Manitoba, May, 1969. A Q-sort instrument was developed to investigate the causes of teacher turnover in Thompson, Manitoba. Teachers who had taught in the district within the past ten years provided the data for the study.

TEACHERS — Salaries

BOULET, PIERRE. *Salaries and Qualifications of Teachers in Universities and Colleges 1967-68.* Higher Education Section, Education Division, D.B.S., Ottawa, March, 1969. 75 pages. A bilingual report made in consultation with the Canadian Association of Business Officers, The Canadian Association of University Teachers and The Association of Universities and Colleges of Canada.

BOULET, PIERRE. *Salary Scales for Teachers at Canadian Universities and Colleges 1969-70.* Higher Education Section, Education Division, D.B.S., Ottawa, May, 1969. 6 pages. A bilingual pamphlet released before the opening of the academic year.

GORDON, WILLIAM ROBERT. *A Study of the Relationships Between the Awards of Boards of Arbitration Appointed to Arbitrate Teacher Salary Disputes in Manitoba and Certain Characteristics of the Arbiters.* M.Ed. thesis, University of Manitoba, May, 1969. The awards made by the Boards of Arbitration in the Province of Manitoba were analyzed according to type of award specified and characteristics (age, occupation, etc.) of the Board members.

TEACHERS — Selection and Appointment

MacKAY, H. KEITH. *Follow-up of Teachers Certified in Nova Scotia 1962-1968.* Research Division, Nova Scotia Department of Education, February, 1969. 4 pages. Employment history of teachers, by certificate level.

TEACHERS — Supply and Demand

KIPPEN, JOHN. *Conditions of employment in York Central District High Schools compared with province-wide characteristics.* York County Board of Education, February, 1969. 3 pages. Comparisons were made on the following variables: (a) enrolment below rated capacity, (b) program enrolments by branch, (c) class enrolments and pupil-teaching ratios, (d) teachers' experience, salaries, teaching and occupied period per cycle.

TEACHERS — Workload

GILBERT, LARRY L. *A Study of Teacher Utilization of Time in a Conventional School and in a Team Teaching School.* M.Ed. thesis, University of Alberta, September, 1968. 129 pages. The purpose of the study is to determine if a relationship exists between teacher utilization of time and (a) the school, (b) personal characteristics and (c) professional characteristics.

TOUSSAINT, F. et G. MARION. *La Tâche des Maîtres.* Corporation des enseignants du Québec, mai, 1969. 97 pages. Une étude du temps que les enseignants consacrent à chacune de leurs tâches et les indices de préparation et de correction de chaque matière.

TEACHERS (Elementary)

EBERLEIN, E. LARRY. *The Relationship Between School Climate and Edward's Manifest Needs of the Elementary School Teacher.* Staff study, University of Alberta. Published 1969, *Psychology in the Schools*, Vol. 6, pages 80-83.

TEACHERS (Secondary)

CHALMERS, HAL. *The Image of the Teacher.* M.Ed. thesis, University of Alberta, July, 1968. 82 pages. This is a study to determine the image of the teacher as perceived by Edmonton students in grades nine to twelve.

HUMPHREYS, EDWARD HAROLD. *Interaction, Prestige and Occupational Concepts of Secondary School Teachers in the Province of Ontario.* Ed.D. thesis, Ontario Institute for Studies in Education, November, 1968. 240 pages. To determine the relationship between equal status contact between members of sub-groups within the teaching profession and the prestige status and the occupational concepts of the members, data was collected from a random sample of 1512 secondary school teachers by means of a mailed questionnaire.

STAFFORD, JAMES D. *The Stereotype of the Male High School Teacher Held by Grade Twelve Students in Alberta.* M.Ed. thesis, University of Alberta, April, 1969. 98 pages.

TEACHERS AND STUDENTS

ABBEY, D. S. *The Importance of School: A Study of Teacher/Student Attitudes.* Staff study, Ontario Institute for Studies in Education. 12 pages. This study is concerned with the ways in which students develop their ability to express attitudes and values, and how this ability relates to the way in which the student's teacher expresses himself. Abbey, D. S. and G. Wanzell. "What's Really Important About School? Teachers and Students Talk About One Another's Values." Paper presented to CCRE-CERA Annual Conference, Laval University, Quebec City, June 7, 1968.

CHEONG, GEORGE S. C. *The Acquisition of Experimental Attitude by Young Children.* Staff study, Mount Allison University. This study, consisting of two groups, was planned to investigate the impact made by teachers upon 3rd and 4th graders in terms of experimental attitude.

CLARKE, CHARLES LESTER. *Variables Associated with the Relational Value Orientations of Pupils and Teachers in Urban Newfoundland.* M.Ed. thesis, Memorial University of Newfoundland, May, 1969. 112 pages.

CUERRIER, PAUL-EMILE. *Attitude de Deux Groupes d'Enseignants Face à Leurs Elèves.* Etude effectuée par un membre du personnel, Université de Montréal, avril, 1969. 15 pages. Deux groupes de professeurs, les uns enseignant le "cours général", les autres enseignant certaines matières dans des centres d'apprentissage, ont été interrogés dans le but de connaître leur appréciation de leurs élèves. De manière général, il semble que les professeurs des centres d'apprentissage valoisent leurs élèves, tandis que les professeurs du secteur général portent, eux, des jugement très sévères.

EVERARD, M. A. *Student Management with Minimal Supervision: a Methodology Experiment.* York County Board of Education, May, 1969. 8 pages. A description and evaluation of a methodology developed over five years by a mathematics teacher.

KING, ALAN J. C. *Teachers and Students: Roles and Reciprocities.* Staff study, McArthur College of Education, Queen's University, February, 1969. A presentation and empirical validation of a model of student-teacher interaction.

TAYLOR, G. R. *A Proposed Project for the Development and Application of an Educational Information System in the Junior High School.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. An attempt to determine whether information concerning pupil characteristics and teacher characteristics can be used to improve the effectiveness of the decisions which the school makes in dealing with pupils.

TEACHERS' ASSOCIATIONS

LACROIX, JACQUES. *Rapport d'Enquête sur les Options Constitutionelles des enseignants et sur l'Adhésion a la F.C.E.* Corporation des Enseignants du Québec, février, 1969. 46 pages. Attitudes des membres de la C.E.Q. vis-à-vis de l'affiliation à la F.C.E. (C.T.F.) et l'action politique de la C.E.Q., leurs options constitutionelles et politiques.

TEACHERS IN LITERATURE

HIMSL, RALPH EUGENE. *The Teacher in a Canadian Setting Revealed by a Study of the Literature of English Canada.* M.Ed. thesis, University of Saskatchewan, Saskatoon Campus, May, 1969. A report of an examination of the literature of English Canada for the references to the teacher which it contains.

TEACHING — Ability

WINE, WILLIAM ABRAHAM. *A Cybernetic Approach to Communication.* M.A. thesis, Ontario Institute for Studies in Education, February, 1969. 183 pages. Communication ability is linked to teaching effectiveness.

TEACHING — History

PYRA, JOSEPH P. *An Historical Statistical Survey of the Western Canadian and Ontario Teacher.* Student study, University of Calgary. 230 pages. The growth of the teaching in western Canada and Ontario and other aspects relating to it from early pioneer days to the present is traced.

TEACHING — Methods

BARON, RONALD WALTER. *The Effect of Study Sessions in Flanders System of Interaction Analysis on the Classroom Communication Patterns of a Group of Team Teachers.* M.Ed. thesis, University of Manitoba, October, 1968. 122 pages. The study considered the possible use of the Flanders System of Interaction Analysis for improvement of classroom instruction.

DYER, JEAN. *The Teaching and Assessment of Cognitive Structures Through Diagrammatic Representation of Structures of Knowledge.* Staff study, University of Alberta. Ph.D. dissertation, University of Michigan, 1969. 312 pages.

EARLE, JOHN A. *An Analysis of Instructional Innovations in Canadian Urban School Systems.* Ph.D. thesis, University of Alberta, October, 1968. 150 pages.

LUST, A. *Teaching Effective Research and Reporting Skills.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. Use of resource material to instruct children in how to read an article, make notes from the article and then write a report in their own words from the notes taken.

MIEZITIS, S. *A Comparison of Discovery Oriented and Traditional Teaching with Terminal Grade 8 Pupils.* Staff study, Department of Applied Psychology, Ontario Institute for Studies in Education. 7 pages. An experimental group of twenty terminal grade 8 students taught by a discovery-oriented teaching approach and a matched control group of twenty terminal grade 8 students taught by traditional methods were assessed at the beginning and the end of the school year on tests of curiosity, intrinsic motivation and creativity.

SWEENEY, JOHN ROLAND. *A Comparative Study of the Use of the Cuisenaire Method and Materials and a Non-Cuisenaire Approach and Materials in a Grade One Mathematics Program.* M.Ed. thesis, Ontario Institute for

Studies in Education, June, 1969. Using a common, advanced grade one mathematics program, six grade one classes were taught exclusively with Cuisenaire materials and six with more traditional materials. All twelve classes were given identical tests in February, April and June and the mean scores of the classes compared.

TEACHING — Research

GULPERS, HARRY JOSEPH. *An Experimental Acceleration of the Concept of Density.* M.A. thesis, Ontario Institute for Studies in Education, November, 1968. 70 pages. Eighty-five children in grades 7 and 9 were divided into experimental and control groups. Through the use of a highly structured teaching plan the experimental groups attempted to relate mass and volume and thus know the concept of density. The control groups did not receive a teaching session.

LE SIEUR, ANTONIO et VINGT-DEUX ETUDIANTS. *Analyse Documentaire sur les Méthodes de Recherche Appliquées à la Pédagogie.* Etude effectuée par un membre du personnel et des étudiants, Université de Montréal, mai, 1969. 395 pages. Série de neuf monographies qui décrivent, à l'aide des auteurs les plus récents, les diverses méthodes de recherche employées en pédagogie.

NYITI, RAPHAEL. *A Study Comparing Factors Associated with the Selection or Rejection of Teaching by High School Students in the Montreal Area.* M.A. thesis, Faculty of Education, Macdonald College of McGill University, June, 1969.

TEACHING AS A PROFESSION

BABY, ANTOINE, PIERRE W. BELANGER et ROLAND OUELLET. *L'Orientation vers l'Enseignement et les Etudiants de l'Enseignement Collégial.* Etude effectuée par des membres du personnel, Université Laval. 132 pages. Image que les étudiants du cours collégial (dans 4 collèges de la région de Québec) se font de l'enseignement élémentaire et secondaire, et caractéristiques de ceux qui s'orientent vers l'enseignement public par rapport à ceux qui n'y vont pas. Rapport présenté au Conseil Supérieur de l'Education.

DANELIUK, CARL. *An Empirical Study of the Alienation and Organizational Integration of Teachers.* M.Ed. thesis, University of Alberta, October, 1968. 144 pages. The study is concerned with the relationship of the magnitude of alienation and magnitude of organizational integration of teachers to the teachers' perceptions of effectiveness and process orientations.

HUMPHREYS, EDWARD HAROLD. *Interaction, Prestige and Occupational Concepts of Secondary School Teachers in the Province of Ontario.* Ed.D. thesis, Ontario Institute for Studies in Education, November, 1968. 240 pages. To determine the relationship between equal status contact between members of sub-groups within the teaching profession and the prestige status and the occupational concepts of the members, data was collected from a random sample of 1512 secondary school teachers by means of a mailed questionnaire.

PAUL, ROSS. *Teacher Professionalism and the Desire for Bureaucracy.* M.A. thesis, Faculty of Education, Macdonald College of McGill University, October, 1968. 157 pages.

TRONC, KEITH E. *Promotional Aspirations and Differential Role Perceptions.* Ph.D. thesis, University of Alberta, May, 1969. The study investigates the relationship between the level of promotional aspiration possessed by school personnel and the role perceptions held and of the leader behaviour exhibited by the incumbent of the next highest authority position.

WARREN, CATHARINE ELIZABETH. *A Study of Alberta Teachers.* M.Ed. thesis, University of Calgary, October, 1968. 218 pages. A sociological investigation of teaching satisfactions as arising from three sources: career, prestige and work satisfactions.

TECHNICAL EDUCATION

ANDERSEN, A. F. and S. T. ORLOWSKI. *Technical and Occupational Shops.* School Planning and Building Research Section, Ontario Department of Education, 1968. 36 pages.

TELEVISION AND CHILDREN

DUFRESNE-TASSE, COLETTE et UN GROUPE D'ETUDIANTS SOUS SA DIRECTION. *Enfants Normaux et Enfants Déficients Face à la Télévision.* Etude effectuée par un membre du personnel et des étudiants, Université de Montréal, avril, 1969. Comparison des héros et des programmes préférés par deux groupes d'enfants, normaux et déficients. Inférences sur le fonctionnement social et sur les échelles de valeur de chacun des groupes.

TELEVISION IN EDUCATION

ALLEN, DALE EDWIN. *A Comparison between Television Instruction and Conventional Methods in Teaching Medical Isolation-Gown Procedure: an Experimental Study.* M.Ed. thesis, University of New Brunswick, May, 1969. 47 pages. An attempt to determine whether television is a feasible method of presenting certain nursing procedures.

EARLE, JACK A. *Evaluation of Educational Television.* Calgary Separate School Board, March, 1969. 27 pages. An evaluation of the value of educational television in five Calgary Catholic Schools.

TESTS AND MEASUREMENT IN EDUCATION

BIGGS, MARJORIE DUDLEY. *The Development of a Predictive Test for Mathematical Success.* M.A. (Educ.) thesis, University of British Columbia, May, 1969.

BLAKE, VICTOR ROBERT. *A Factor-Analytic Study of the MTAI.* Staff study, Dalhousie University. 15 pages. The Minnesota Teacher Attitude Inventory was factor analyzed using principal components and Varimax rotation. The change in factor scores in education students during one academic year was investigated.

BOERSMA, FREDERIC J. *Test-Retest Reliability of the Cf-1 Hidden Figures Test.* Staff study, University of Alberta. Published 1968, *Educational and Psychological Measurement,* Vcl. 28.

CHAN, S. M. and REGINALD EDWARDS. *An Attempted Verification of the Cognitive Behavioural Dimension of the Structure of Intellect Model.* Staff study, McGill University. An attempt to verify the existence of a behavioural dimension in the Structure of Intellect Model (Guilford) amongst 8th grade children in a Protestant school outside Montreal, using some 37 variables.

CHRISTIE, C. A. and G. HALPERN. *Validity Study Service. Research Reports 68-03, Part 1 and Part 2.* Collegiate Institute Board of Ottawa, October, 1968. Student scores on 16 variables were examined for score distributions, intercorrelation of variables and multiple regression coefficients for grade 12 achievement.

DILLING, H. J. and J. D. TOOGOOD. *Relationship between Standardized Test Results and School Marks for Grade 12 and Grade 13 Students.* Scarborough Board of Education, May, 1969. 21 pages. 27 pages. An attempt to determine the predictive validity of different standardized tests.

DUNCAN, DOUGLAS ALFRED. *Research Report 6/68 — Norms for Otis Alpha Test (Short).* Winnipeg School Division No. 1, October, 1968. 3 pages. A statistical report of results of Otis Alpha Short Form Mental Ability Test given to 3686 grade 3 pupils in Winnipeg in the fall of 1968.

DUNCAN, DOUGLAS ALFRED. *Research Report 7/68 — Norms for Henmon-Nelson Revised Test.* Winnipeg School Division No. 1, November, 1968. 2 pages. A statistical report of results of Henmon-Nelson Revised Test given to 3478 grade 5 pupils in Winnipeg in the fall, 1968.

DUNCAN, DOUGLAS ALFRED. *Research Report 1/69 — Norms for Differential Aptitude (DAT) Tests Given in Grade IX.* Winnipeg School Division No. 1, January, 1969. 10 pages. A statistical report of DAT given to boys and girls in Winnipeg in 1968. Norms are included for comparative purposes.

DUNCAN, DOUGLAS ALFRED. *Research Report 2/69 — Norms for Stanford Reading Test Given to Grade VI Pupils.* Winnipeg School Division No. 1, March, 1969. 5 pages. A statistical report giving comparisons for 1968 and 1969.

DUNCAN, DOUGLAS ALFRED. *Research Report 3/69 — Norms for Primary Mental Abilities Test — Grade I.* Winnipeg School Division No. 1, March, 1969. 5 pages. A statistical report of PMA Test given to 3782 grade 1 pupils in Winnipeg in March, 1969. Names of pupils who scored low on verbal meaning and perceptual speed were listed by school for attention of principals and others.

EVANS, G. T. *Partition Analysis of Categorization Tasks.* Staff study, Department of Measurement and Evaluation, Ontario Institute for Studies in Education. 53 pages plus tables. Research to attempt a "subject centred" definition of "concept" in terms of the ways in which different subjects categorize different sets of stimuli.

FITZGERALD, DONALD. *The Intermediate Hidden Figures Test.* Staff study, University of Alberta. Published 1969, *Research Paper RP/1/69*, Education Office, University of Melbourne.

FROESE, FRANK JOHN. *Predictive Indices of Junior High School Test Scores with Respect to Academic Performance in Twelfth Grade Subjects of the University Entrance Course.* M.Ed. thesis, University of Manitoba, May, 1969. The comparison of regression equations and moratality tables as methods of communicating predictions of academic success. Data used on a large Manitoba high school.

FRY, P. S. *The Effects of Laboratory Training on Anxiety Expression.* Staff study, Department of Student Counselling Service, University of Calgary. 20 pages. An anxiety expression scale was developed to measure counselling outcomes through the use of laboratory training. The effects of laboratory training on anxiety expression are measured.

FUTCHER, W. G. A. and S. NISHISATO. *A Study of a Modification and Extension of Multiple Choice Items Applied to the Testing of Achievement in Mathematics.* Ph.D. thesis (W. G. A. Futcher) and staff study, Ontario Institute for Studies in Education, June, 1969. Thesis complete, 287 pages, *Scoring for Partial Knowledge in Mathematics Testing: A Study of a Modification and an Extension of Multiple-Choice Items Applied to the Testing of Achievement in Mathematics;* other reports in preparation. This study will compare various "response weighting" methods, a new "fourfold multiple choice" method (both of which make allowance for "partial information" in scoring mathematics tests), and the conventional "number correct" scoring method with respect to reliability, validity, discrimination between individuals and prognostic value in testing mathematics achievement.

GLASS, G. V. and T. O. MAGUIRE. *Component Profile Analysis (COPAN), an Alternative to PROF.* Staff study, University of Alberta. Published 1968, *Educational and Psychological Measurement,* Vol. 28, pages 1021-1034.

GORDON, JAMES R. *Listening, Attitude and Intelligence to Predict School Achievement.* Ed.D. thesis, Colorado State College (staff member at University of Saskathewan, Regina Campus), August, 1968. 72 pages. The purpose of this study was to determine how scores on a listening test, an attitude scale and tests of intelligence were related to academic achievement in high school.

GORDON, KARL ASTON. *Visual Conditioners of Oral Response: A Psycholinguistic Approach to the Testing of Second Language Learning.* M.Ed. thesis, Department of Elementary Education, University of Alberta, November, 1968. 188 pages. The testing of oral competence in a foreign language by visual methods.

GUPTA, RAM K. *Certain Techniques of Multivariate Analysis Applied to Different Measures of Inter-Item Relationships for Developing Unifactor Tests.* Staff study, University of Alberta. Published 1968, *Journal of Educational Measurement,* Vol. 5, pages 223-230.

GUPTA, RAM K. *Multivariate Analysis of Test Responses as a Prerequisite to Item Analysis.* Staff study, University of Alberta. Published 1968, *Alberta Journal of Educational Research,* Vol. 14, pages 95-100.

GUPTA, RAM K. *Treatment Comparisons Using Item Responses in Multi-Factor Repeated Measurements Designs.* Staff study, University of Alberta. Published 1969, *Journal of Experimental Education.*

KHAN, S. B. and D. ROBERTS. *The Affective (Attitudinal and Motivational) Correlates of Academic Achievement at the Junior High School Level.* Staff study, Department of Measurement and Evaluation, Ontario Institute for Studies in Education. 11 pages. To test the hypothesis that affective variables significantly increase the prediction of academic achievement over that which is realized by cognitive variables alone, a survey measuring academic attitudes together with measures of aptitude and achievement was administered to approx. 600 students at the beginning and end of grade 8. Roberts, D. and S. B. Khan. "Reliability, Validity and Growth Study at the Grade 8 Level of the *Dominion Learning Capacity Test, Canadian Academic Aptitude Test* and the *Dominion Group Achievement Tests.*" Test Development Paper No. 3, Paper 2, Toronto: OISE, 1968.

McLEOD, JOHN. *An Approach to Assessment of Reading Ability Through Information Transmission.* Staff study, University of Saskatchewan, Saskatoon Campus. 25 pages. An Uncertainty Reduction Index (URI) has been derived which has been shown through experimental studies (a) to correlate more than 0.9 with raw score and (b) to stand up to validation studies between Saskatoon, Canada and Brisbane, Australia. Currently mimeographed; to be published.

MICKELSON, NORMA I. *Meaningfulness ($\overline{m}$) Indices of 120 Nouns for: (1) Children in Their Tenth Year of School and (2) University Students.* Staff study, University of Victoria. A table of meaningfulness ($\overline{m}$) for 120 nouns had been developed from data taken from 9 year old children. A similar table of meaningfulness was developed for: (1) children in their tenth year of school and (2) university students. Comparisons between tables of meaningfulness were made and association table derived from the data.

NADEAU, MARC-ANDRE. *Test de Lecture Silencieuse en 1ère Année.* Thèse M.Ed., Université Laval, mai, 1969. 220 pages. Recherche d'un matériel pouvant mesurer les capacités en lecture d'élèves de 1ère année soumis à deux méthodes différentes d'apprentissage de la lecture.

NICHOLS, K. and F. PYSH. *An Investigation of the Factorial Structure of the S.C.R.I.T.* Staff study, University of Calgary. Factor analytic methodology will be applied to both the tetrachoric correlation and variance — convariance matrices obtained from the performance of 300 Ss at each of several grade levels on the S.C.R.I.T.

PONDER, ARTHUR AUBREY. *The Value of the Spitzer Study Skills Test as a Predictor of Academic Achievement.* M.Ed. thesis, University of New Brunswick, October, 1968. 51 pages. The relationship between study skills and academic achievement.

ROMANIUK, A. *A Study on the Predictive Validity of Pre-Grade One Measuring Instruments.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. This study explores the validity of test instruments by using a new multiple analysis of variance technique.

SHIPE, D. *The Interrelationships Among Two Measures of Delay of Gratification, Age and Socio-Economic Status of Young Children.* Staff study, Department of Applied Psychology, Ontario Institute for Studies in Education. 33 pages. The aim of this study is to investigate the relationships of two measures of delay of gratification (one of which is solely based upon impulse control and the other of which includes both impulse control and "trust") to each other and to age and socio-economic status in four-, five- and six-year-old children.

SNEYD, MARIE LAURA. *Reading Retardation and Psycholinguistic Skills.* M.A. thesis, Ontario Institute for Studies in Education, November, 1968. 61 pages. The primary focus of the study was to study the relationship to automatic-sequential skills, as measured by the ITPA, to reading achievement using subjects of normal IQ who had never received a previous diagnosis of severe emotional disturbance, cultural deprivation or sensory deficit (visual or auditory).

SULLIVAN, E. V. *Inducing Conservation of Substance Through Different Degrees of Filmed Verbal Explanation While Varying the Number of Experimental Treatments and Time Intervals Between Post-Tests.* Staff study, Department of Applied Psychology, Ontario Institute for Studies in Education. This study proposes to explore the stability of conservation of substance response which has been induced by two film modelling procedures. In press, *Journal of Genetic Psychology,* "Transition Problems in Conservation Research."

THESES

KOZIEY, PAUL W. *A Guide to Thesis Writing.* Staff study, University of Alberta. Published 1969, Edmonton: Department of Educational Psychology. 47 pages.

TRANSPORTATION OF STUDENTS

SAWATZKY, ARON. *An Interpretive Study of Factors Related to Transportation Costs for the School Divisions of Manitoba.* M.Ed. thesis, University of Manitoba, October, 1968. 95 pages.

TRUSTEES

BELSEY, GLEN MORGAN. *A Comparative Study of Some Characteristics and Values of Saskatchewan School Trustees.* M.Ed. thesis, University of Saskatchewan, Saskatoon Campus, May, 1969.

TYPEWRITING

RANKINE, FREDERICK CHARLES. *The Relationship of Augmented Feedback and Directed Practice in the Improvement of Typewriting Accuracy.* Ed.D. thesis, University of British Columbia, fall, 1968.

UNDERACHIEVERS

RUDYK, S. *Proposed Experiment with Under Achievers.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. A study to determine the effect of group counselling on the per cent averages in academic subjects of students designated as underachievers.

UNIVERSITIES AND COLLEGES

DENNISON, JOHN D. and GORDON JONES. *A Study of the Characteristics and Subsequent Performance of Vancouver City College Transfers to U.B.C. in September, 1967.* Staff study, University of British Columbia. 76 pages. A follow-up of performances of City College transfers to U.B.C. in each faculty and most subject areas. A description of the transfer students who entered U.B.C. in September, 1967.

FISHER, G. L. *Decision-Making in a College Committee.* Ph.D. thesis, University of Calgary, June, 1969. 150 pages. The study analyses the decision making process in a college advisory committee using the participant observer technique.

UNIVERSITIES AND COLLEGES — Admissions

FITZGERALD, DONALD. *An Evaluation of University Selection Formulae.* Staff study, University of Alberta. Published 1969, *Research Paper RP/2/69,* Education Office, University of Melbourne.

UNIVERSITIES AND COLLEGES — Enrolment

BOULET, PIERRE. *Survey of Higher Education: Part I, Enrolment, 1966-67.* Higher Education Section, Education Division, D.B.S., Ottawa, September, 1968. 61 pages. A bilingual publication giving detailed tables on full-time and part-time university and college enrolment in Canada.

BOULET, PIERRE. *Survey of Higher Education: Part I, Enrolment, 1967-68.* Higher Education Section, Education Division, D.B.S., Ottawa, November, 1968. 62 pages. A bilingual publication giving detailed tables on full-time and part-time university and college enrolment in Canada.

UNIVERSITIES AND COLLEGES — Entrance Requirements

CANADIAN EDUCATION ASSOCIATION, INFORMATION DIVISION. *Requirements for Secondary School Leaving Certificates, Admission to University and Admission to Teacher Training.* Revised May, 1969. 44 pages. A province-by-province summary of regulations in all courses for school leaving and for admission to university and teacher training.

UNIVERSITIES AND COLLEGES — History

GILLIS, ALISON ANN. *The University of Halifax, 1876-1881.* M.A. thesis, Dalhousie University, May, 1969. 165 pages. A historical study of the attempt to establish in Halifax an examining university on the model of the University of London.

UNIVERSITY COSTS

BOULET, PIERRE. *Tuition and Living Accommodation Costs at Canadian Degree-Granting Universities and Colleges, 1968-69.* Higher Education Section, Education Division, D.B.S., Ottawa, September, 1968. 6 pages. A bilingual pamphlet giving a general picture of costs.

UNIVERSITY EXTENSION

GANZ, LOTHAR, BENNO. *An Analytical Survey of Participants in Non-Credit Liberal Arts Extension Classes.* M.A. (Educ.) thesis, University of British Columbia, May, 1969.

TOUCHETTE, M. CLAUDE. *Adult Education Through University Extension.* Ph.D. thesis, Department of Adult Education, Ontario Institute for Studies in Education. 83 pages. The purpose of this project is to make a selection of abstracts related to university adult education (excluding material on co-operative extension and training) from *Adult Education,* 1955-1967.

UNIVERSITY TEACHERS

BROWN, DANIEL JOHN. *The Productivity of University Educators.* M.A. (Educ.) thesis, University of British Columbia, fall, 1968.

VALUES

CLARKE, CHARLES LESTER. *Variables Associated with the Relational Value Orientations of Pupils and Teachers in Urban Newfoundland.* M.Ed. thesis, Memorial University of Newfoundland, May, 1969. 112 pages.

DUNN, MARIE E. *The Effect of an Unstructured Group Experience on the Attitudes and Value Orientations of Young People.* M.Cont.Ed. thesis, University of Saskatchewan, Saskatoon Campus, May, 1969. 100 pages. A study involving 4-H members attending two Junior Leader camps. The control group followed a structured camp program and the experimental group followed an unstructured camp program.

HAGUE, WILLIAM. *Value Systems and Vocational Choice of the Priesthood.* Ph.D. thesis, University of Alberta, October, 1968. 104 pages. 80 priests, 80 seminarians and an adult and a university group were tested with 2 tests of values. Priests and seminarians proved to be similar in their value systems and markedly distinct from both groups of laymen.

McDIARMID, G. L. and E. V. SULLIVAN. *Conceptual-Level and Value Orientations of Early Adolescents.* Staff study, Departments of Applied Psychology and Curriculum, Ontario Institute for Studies in Education. 2 reports, 20 pages and 30 pages respectively. The purpose of the study is to demonstrate the relationship between cognitive development and value orientations in judging moral dilemmas.

MOORE, JEAN L. *A Study of Value Orientations of Four Selected Groups.* M.Ed. thesis, University of Calgary, September, 1968. 75 pages. A study of the relationships between selected groups of dropouts and their value orientations.

PICHE, RENEE. *Value Survey Among Women in Religious Orders Throughout Alberta.* M.Ed. thesis, University of Alberta, October, 1968. 110 pages. Three tests of values and a background data questionnaire were administered to 183 members of Catholic orders. A high degree of homogenity was found, but significant differences related to education and sociological factors also existed.

TRUSS, DONALD. *Teaching Values in High School Literature and Science.* M.Ed. thesis, University of Calgary, 1968. 99 pages. The study was designed to investigate the possibility of perceptional differences between junior and senior high school teachers of literature and of science regarding the inculcation of personal values as a part of the teaching process.

YOUNG, JOHN ROWLAND. *Group-Based Value Orientations: an Exploratory Study Based on Dahlke's Typology.* M.Ed. thesis, University of Alberta, November, 1968. 156 pages. The purpose of the study was to ascertain the value profiles of university students and to determine the possible relationship existing between value orientation and personal and social variables and organizational involvement.

VOCABULARY

LABERCANE, GEORGE DONALD. *Socioeconomic Status and the Meaning Vocabularies of Children.* M.Ed. thesis, Department of Elementary Education, University of Alberta, November, 1968. 150 pages. To examine the effects of socio-economic status on the recognition and recall vocabularies of urban, predominantly English-speaking, upper elementary school children.

VOCATIONAL EDUCATION

ANDERSEN, A. F. and S. T. ORLOWSKI. *Technical and Occupational Shops.* School Planning and Building Research Section, Ontario Department of Education, 1968. 36 pages.

B.C. TEACHERS' FEDERATION, AD HOC COMMITTEE TO EVALUATE THE OCCUPATIONAL PROGRAM. *An Evaluation of the Occupational Program in British Columbia Schools,* March, 1969. 18 pages.

BURNHAM, BRIAN. *A Survey of Selected Opening-year Conditions in Ontario Vocational Schools.* York County Board of Education, March, 1969. 9 pages. 18 Ontario Vocational or special Vocational High Schools which began operation after August, 1966, were studied to determine: (a) pupil-teacher ratios in academic and "practical" classes, (b) the variables which account for variations in ratios, (c) the degree of satisfaction with ratios and with staff utilization.

KLOPOUSHAK, STANLEY. *A Descriptive Study of the Development of Vocational Education in the Province of Saskatchewan from 1960-1967.* M.Ed. thesis, University of Alberta, April, 1969. 183 pages. The study makes a survey of vocational education in Saskatchewan from 1960 to 1967 and summarizes some of the current opinions in this field and assesses the vocational education program in Saskatchewan.

VOCATIONAL GUIDANCE

CARTWRIGHT, F. and LOUIS I. MASSON. *The Readability of Occupational Information Literature.* Staff study, University of Calgary, 15 pages. An empirical study of national and local (Calgary) information literature used in high schools shows that readability and interest levels are not in line with actual levels. Published, "The Canadian Counsellor", April, 1969.

VOCATIONAL STUDENTS

SANDERS, G. A. *Vocational-Technical Follow-Up Study.* Funded by Research Branch, Edmonton Public School Board, June, 1969. A study to discover where students go when they leave or graduate from the vocational-technical program.

WRITING

PEEL, PAUL JR. *Time Effects on the Creative Writing of Sixth Grade Children.* M.Ed. thesis, Department of Elementary Education, University of Alberta, November, 1968. Effects of varying amounts of time upon the creative writing product as measured by the creative writing subtest of the *Minnesota Tests of Creative Thinking and Writing.*

YOUTH ASSOCIATIONS

FRID, LILOJEAN MAE. *The Development of Geneva Park (Y.M.C.A.) as a National Training and Conference Centre.* M.A. thesis, Ontario Institute for Studies in Education, November, 1968. 149 pages. The study attempts to show that Geneva Park, in its growth from a cluster of tents to an extensive complex of buildings and from a course of a few weeks' duration to a year-round operation, has exhibited the flexibility and adaptability essential to retain the "movement" qualities intrinsic in the Y.M.C.A. The research is chronological, tracing three major emphases in each period.

MISCELLANEOUS

BRUNEAU, WILLIAM ARTHUR. *Aspects of Renaissance Humanism in the Academic Training and Early Writings of John Colet.* M.Ed. thesis, University of Saskatchewan, Saskatoon Campus, November, 1968. A discussion of Colet's career at Oxford University as a student in arts and in theology (ca. 1483-1504). Special considerations are given to the influence of his travels and of contemporary English intellectual life on his humanistic attitude to religion and to education.

GLASS, G. V. and T. O. MAGUIRE. *Analysis of Data on the Revision of German Divorce Laws as a Time-Series Quasi-Experiment.* Staff study, University of Alberta. Published 1969, *Law and Society Review.*

LANDIS, P. G. *A Study on How Has School Affected Human Beings.* Funded by Research Branch, Edmonton Public School Board, June, 1969. Standard 2-page report. A booklet which reveals the school's effect on men and women as stated in their biographies or autobiographies.

LOUGHTON, ALBERT JOHN. *The Educational Background of Cabinet Ministers in Four Commonwealth Countries, 1947-1967.* M.Ed. thesis, University of Calgary, October, 1968. 131 pages. An examination of the role of education as a variable in the recruitment of a segment of the political elites of Australia, Canada, Great Britain and India.

NAYLOR, GEORGE C. *A Study to Test the Educational Validity of an In-School Concert.* M.Ed. thesis, University of Alberta, October, 1968. 86 pages.

VAN DE GEER, GERRIT DIRK. *Prefer[illegible]e Spectrum of Electronically Reproduced Sound as Expressed by Learners in Grade I to XII.* M.Ed. thesis, University of Calgary, 1969. 145 pages. The primary focus in this exploratory study was directed at the frequency range students in school grades prefer, when they are listening to speech or music being reproduced through electronic reproduction devices.

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